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I would like to thank: Marie Hudson for her supportive supervision and  
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# **An Investigation of Repetition Turn Sequences in Classroom Interactions Between A Young Deaf Child and His Deaf Teacher.**

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## **ABSTRACT**

The present study uses Conversation Analysis (CA) to investigate the use of repetition turn sequences (RTS's) to facilitate spoken language in a young deaf child, over four months. Analysis was completed using one-to-one conversations between the child (EA) and his deaf teacher (T) in a classroom setting. Several themes arose from the analysis;

RTS's were used in a variety of sequential contexts over time. Turn's designed by T using both verbal and nonverbal communication, or solely nonverbal communication were more frequently repeated and/or imitated by EA. RTS's constructed when T and EA were mutually attending to one another or the same object were successful, for example, EA repeated and/or imitated T's prior turn. When EA and T did not share mutual attention, RTS's were unsuccessful, e.g. T's turns were designed to elicit repetition from EA but did not. Over time, EA repeated and/or imitated T's prior turns more frequently and produced more spoken repetitions. Therefore, over time, T's attempts to facilitate spoken language from EA, through the use of repetitions became more successful.

These features are also discussed in comparison to the use of repetitions by typically developing children and possible implications for professionals working with deaf children are investigated.

## **1. INTRODUCTION**

### **1.1 Introduction**

The project is an in-depth (longitudinal) study of interactions between a young deaf child (EA) and his deaf teacher (T) at two time periods, aiming to reveal how EA's spoken language is facilitated in interaction. Conversation Analytic methods are used to examine participant's contributions to the interactions (Seedhouse and Richards, 2004; Hutchby and Wooffitt, 1998; Ten Have, 1999). The data-set consists of one-to-one conversations between EA and his teacher in the nursery classroom. One of the main findings discussed is the prevalence of repetition turn sequences in the data-set.

This chapter aims to review literature relating to spoken language development of deaf and hearing children, aspects of the education of deaf children and issues regarding the use of repetition in facilitating language. The rationale and aims of the project will now be presented.

### **1.2 Rationale and aims of the study**

#### **1.2.1 Rationale**

Previous research has investigated the use of repetition in child-adult interactions (Ochs-Keenan, 1977, cited in Ervin-Tripp and Michell-Kernan 1977; McTear 1978, cited in Campbell and Smith, 1978; Radford and Tarplee, 2000; Willcox and Mogford-Bevan, 1995; Hwang, M. and Windsor, 1999). This research yielded interesting findings, but there has been a lack of studies investigating repetitions used in teacher-child conversations or investigating adult-deaf child interactions.

Repetitions are frequently used by young children in interaction but studies have caused controversy regarding whether repetition facilitates language learning and why children repeat.

This study aims to respond to these points, presenting a detailed analysis of the repetitions used in a young deaf child's language over two time periods, using a CA approach.

It is hoped that this study's findings will bear implications on the training of teachers and other professionals working with young deaf children regarding the facilitation of language.

### **1.2.2 Aims of the project**

The aims of the project are to investigate:

- a. Repertoire of repetition turn sequences (RTS's) in the data and whether these are similar between time periods and if there are similarities with typically developing children.
- b. Sequential contexts in which RTS's occur.
- c. Child and teacher turn designs, regarding verbal and non-verbal elements.
- d. Mutual attention between participants during RTS's. Mutual attention in this analysis refers to a) mutual gaze, b) mutually attending to a toy, c) mutually attending to a picture

## **1.3 Language development in deaf children**

### **1.3.1 Terminology**

The term 'deaf' encompasses all degrees of permanent sensori-neural hearing impairment "which are significantly severe enough to lead to problems with

communication using spoken language” (Mahon, 2003, p35, cited in Gallaway and Young, 2003). ‘Deaf’ refers to the Deaf community whose first language is BSL (British Sign Language).

### **1.3.2 Issues of Diagnosis and Intervention**

Harris and Chasin (2005) state every year, in the UK, approximately 350 children experience severe-profound hearing loss from birth or within the first year of life. Davis and Mencher (2004) claim hearing impairment is the most frequent sensory impairment in humans, the largest impact being on language acquisition and development (Arnold, Palmer and Lloyd, 1999).

Ongoing debate focuses on when a child is diagnosed as having a hearing impairment and the effects this has on language development. Preisler, Tvingstedt and Arlstrom (2002) and Lederberg and Everhart (1998) suggest deaf children’s language development does not suffer considerably until the age that hearing children start talking. Communication prior to this is mainly visual (for example, peek-a-boo). Löhle, Holm and Lehnhardt (1999); Marschark & Spencer (2003); Spencer and Marschark (2006); Wiesel, Most & Efron (2005) claim, children with severe-profound hearing impairment should be identified within the first year of life or language acquisition will suffer significantly. Early identification is an effective means of avoiding permanent language difficulties and an efficient way of increasing auditory input to deaf children (Marschark and Spencer, 2003). NDCS guidelines of good practice (1994) state the following;

“early detection and management of hearing impairment will help lessen the impact of the condition on the child’s social, emotional, intellectual, and linguistic development.” (NDCS, 1994 cited in Davis and Mencher, 2004, p65).

Typically developing children's early language development is accomplished by adults modifying their speech style, aiming at the child's comprehension level (Musselman and Hambleton, 1990). This speech style is often called 'child-directed-speech' (CDS)<sup>1</sup>. Snow (1972), suggests children pay particular attention to the fine-tuned input of CDS. Gallaway and Woll (1994) identified that mothers of deaf children adapt their language in a similar way to mother's of hearing children. Schlesinger and Meadow (1972) and Newport, Newport and Gleitman (1977) described the speech style of mothers interacting with young children as controlling and intrusive. However, Gallaway and Woll (1994) argue that there is insufficient evidence to suggest that simplifying language provides unfacilitative linguistic environments for children.

Children are thought to be sensitive to CDS cues (Chiat, 2000). However, due to inaccessibility of auditory information, these cues are somewhat different for deaf children. Typically developing children learn that certain words refer to objects but for deaf children, this is more complex (Gallaway and Woll, 1994), for example the visual requirements are very different in language development. Harris and Chasin (2005) state, effective communication with deaf children requires attention to the face of the communicative partner. Tait, Lutman and Nikolopoulis (2001) refer to a 'triangle of reference' for which deaf children lack one side. This can be overcome, to some extent, by using the visual modality of sign language. Signing within the visual field of the child and alongside the object of reference completes the triangle. This however, places extra demand on the child. Attention must be divided between visually accessing the language and the object of reference. Marschark and Spencer (2003) claim that deaf children miss approximately 20-30% of their parent's visual communication.

Early diagnosis and intervention are considered as critical in encouraging

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<sup>1</sup> Newport, Gleitman and Gleitman (1977) suggest CDS is characterised by slower speech, shorter utterances which are higher in pitch, more exaggerated intonation and grammatically well-formed utterances which are more directed in content to the present situation.



language development. Marschark and Spencer (2003) state, early intervention provides important knowledge for professionals working with children and families to develop practices.

### **1.3.3 Language input in deaf children**

An important aspect of conversation is the ability to recognise and repair communication breakdown, a feature commonly observed in interactions with deaf children (Lloyd, 1999). Preisler et al. (2002) suggest, when interactions with deaf children focus primarily on auditory perception, a lack of mutual understanding arises leading to communication breakdown, affecting language development.

Cross, Johnson-Morris and Nienhuys (1980); Spencer and Gutfreund (1990, cited in Marschark and Spencer, 2003) and Lyon (1995, cited in Gallaway and Young, 2003) suggest deaf children's language delay may be due to hearing mother's control over interactions, communicating about things they choose rather than following the child's interests. Schlesinger and Meadow (1972) and Meadow-Orlans (1987, cited in Preisler et al., 2002) claimed parents used different control techniques when interacting with deaf children who were more passive, withdrawn and less attentive than hearing children. Harris (2001) and Lederberg and Everhart (2000) dispute these findings suggesting such studies are the exception.

Gallaway and Woll (1994) claim, controlling language can help language develop in young children by reducing demands placed on them and providing structure to their language development. Janjua, Woll and Kyle (2002), state that, in children under 3;0 years, facilitating child-centred, more contingent interactions may encourage participation.

Musselman and Hambleton (1990) and Lloyd, Lieven and Arnold (2001)

investigated interactions in the classroom, suggesting teachers exerted control over hearing-impaired pupils that may affect language development.

Musselman and Hambleton (1990) discovered teachers contributed one half to two thirds of all utterances. Lloyd et al. (2001), found teachers were successful at eliciting communication from hearing-impaired children for example, requesting children provided labels through questioning. Wood and Wood (1994, cited in Lloyd et al., 2001) found a relationship between reduced teacher control and hearing-impaired children's increased participation in conversations.

#### **1.3.4 The implications of cochlear implants on language development**

Before being fitted with a hearing aid or cochlear implant (CI), profoundly deaf children will have very little hearing and speech. Lynas (1994) states that although a deaf child may eventually produce spoken language, by 3;0 years, s/he may have limited expressive language. This contrasts with three year old hearing children, who typically have a vocabulary of approximately 100 words, using language externally (expressively) and internally (knowledge, thoughts and feelings) to support thinking. Conrad (1979, cited in Lynas, 1994) argues this delay will affect cognitive and linguistic skills in early development.

Parents often face the decision of choosing between a hearing aid or CI for their child. Spencer and Marschark (2006) claim, improved auditory experience provided by CI over hearing aids, facilitates spoken language acquisition in children with profound deafness.

Ongoing debate surrounds when children should be provided with CI (Marschark and Spencer, 2003). Tye-Murray, Spencer and Woodworth (1995) suggest earlier implantation produces faster learning rates, but Dawson, Blamey, Dettman, Barker and Clark (1995) found deaf children implanted

later in life learned quickly.

Geers (2004) studied children with congenital hearing loss. 43% of those implanted at 2;0 years achieved speech intelligibility and language skills at a similar level to children with normal hearing, compared to 16% of children implanted at 4;0 years. Tye-Murray et al. (1995), found children in receipt of a CI before 5;0 years progressed at a quicker rate, regarding speech production skills, than children receiving implants later in life. However, Tye-Murray et al. (1995) found, despite speech development being enhanced, it did not always ensure listeners understood the child.

Tye-Murray (2003); Peng, Spencer and Tomblin (2004); Kirk (2000); Boothroyd & Eran (1994) and Geers (2004) revealed the benefits of CI regarding speech perception, production and intelligibility. However, Tye-Murray (2002) found children with CI's spent longer in communication breakdown than children with normal hearing. Children who have used CI's between four and five year's experienced poor conversational fluency compared to children with normal hearing. Therefore, these children need overt instructions in managing communication difficulties to improve conversational fluency (Tye-Murray, 2003).

Spencer and Marschark (2006) suggest children using CI's would benefit from receiving communication therapy. Extensive speech and language therapy would enhance intelligibility and receptive language, reducing communication breakdown (Spencer and Marschark, 2006).

The language development of deaf children has been outlined and literature relating to education of deaf children will now be presented.

## **1.4 The education of deaf children**

### **1.4.1 Recommended frameworks for educating deaf children**

The Teacher Training Agency (TTA) acknowledges the importance of quality training for professionals working with children with speech and language difficulties (cited in Ridley, Radford and Mahon, 2002). According to the TTA (1999), teachers should modify their own language to meet the child's needs. Ridley et al. (2002) suggest following two frameworks to modify language; Vygotsky's (1978) 'zones of proximity' which can be defined as the gap between what the child can achieve alone and what can be achieved with support. Teachers are advised to pitch talk at a level just above the child's perceived ability, therefore interactions will maximise potential for language development; and Wood's (1988) 'scaffolding'<sup>2</sup> framework, which describes how teachers can help children reach levels of ability they could not reach alone. The adult gradually withdraws support as the child's knowledge and confidence increase.

### **1.4.2 Facilitating deaf children's language development in the classroom**

There are three main approaches to deaf education and much debate regarding which is most beneficial. These approaches are; Auditory-oral approach<sup>3</sup>, Total Communication<sup>4</sup> or Bilingualism<sup>5</sup>. Lynas (1994) argues that the auditory-oral approach is most beneficial for deaf children. Most recent evidence in the UK indicates, by the time deaf children leave compulsory education, those educated in settings focusing on spoken language production, are the highest achieving group (Davis and Mencher, 2004).

Deaf children are likely, during development, to exhibit an escalating gap

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<sup>2</sup> Scaffolding consists of breaking down a task into small steps the child has to follow or by focusing the child's attention on one aspect of the task at a time.

<sup>3</sup> To make best of residual hearing, even in profoundly deaf children, through sufficient auditory input to develop spoken language.

<sup>4</sup> Which utilises all modalities of language, e.g. sign, speech, gesture etc.

<sup>5</sup> Bilingualism advocates sign language as the first language and spoken language as a second language.

between their internal world and what they can express. Wood, Wood, Griffiths and Howarth (1986) state, this gap will ultimately affect the child's social interaction, teaching and learning.

The most productive way to facilitate spoken language acquisition is through good quality interactions whereby the teacher expands on what the child initiates (Wood et al., 1986). Wood et al (1986) claim a general feature of adult's responses to young children is to respond through their intentions for example, adult's talk about what a child is doing or looking at, making what they say and do contingent upon their interpretation of what the child is thinking. It is suggested therefore, that teachers tune their own sentence complexity to the child's level of comprehension, so the child plays an active part in conversations.

Lloyd et al (2001) identified that in teacher-child conversations, teachers tend to exert a high level of control using questions, elicitation of language and speech corrections. Radford, Ireson and Mahon (2005), in their study of children with specific language impairment, claim the use of questions in initiating turns is not the most beneficial way of facilitate language development. A better opportunity is granted when language learning is child-led, therefore the teacher shows interest in the child's contributions and builds on the child's turns (recasting). Teacher's then face the dilemma of whether or not to ask questions during conversation. For example, questions may be used to facilitate reasoning skills, not language (Gallaway and Woll, 1994).

Conversational methods are an effective means of facilitating language learning in deaf children. Studies indicate that language is acquired in the context of natural conversation (Gallaway and Richards, 1994; Snow and Ferguson, 1977). Lynas (1994) suggests it is important to maintain a sensitive conversational approach to language learning and the teacher should keep in

tune with the child's interests, using whatever language is natural to the situation. According to the National Aural Group, children:

“should absorb language by participating either receptively or expressively in communication through conversation at a level appropriate to their interests” (1981, BATOD Magazine Section, cited in Lynas, 1994, p.10)

Differences are noted in the way teachers and parents talk to deaf children. However there are also many similarities. One of these is the use of repetition. The issue of repetition in adult-child interactions will be outlined below, with particular references to the facilitation of language.

### **1.5 The use of repetition in facilitating language**

It is commonly viewed that children acquire language through imitation (McTear, 1978 as cited in Campbell and Smith, 1978). Children frequently repeat utterances presented to them. The importance of this behaviour is often generalised (Ochs-Keenan, 1977 as cited in Ervin-Tripp and Michell-Kernan, 1977). Some researchers consider all linguistic knowledge to be obtained through repetition and imitation whereas others believe repetitions have little effect on language development (Ochs-Keenan, 1977).

Bochner and Jones (2003) state turn-taking and imitation as two important skills essential to learning to talk. To acquire effective language skills a child needs to learn to take turns in conversation and to imitate what their communication partner says (Bochner and Jones, 2003).

Early literature was dominated by studies claiming language does not develop through repetition (Ervin-Tripp, 1964, cited in Ervin-Tripp and Michell-Kernan, 1977; Menyuk, 1963, cited in Ervin-Tripp and Michell-Kernan, 1977;

Bloom, 1970, cited in Ervin-Tripp and Michell-Kernan, 1977). Ochs-Keenan (1977) argues, if repetitions are immaterial to language development, why do countless young children frequently repeat utterances?

Repetitions can be an indication of level of conversational skill. Children use repetition frequently until approximately 3;0 years, when repetition is replaced by more complex processes such as propositional extensions (McTear, 1978).

Owens (1996) suggests repetition is facilitated primarily by mothers when providing their young children with labels for objects and events. Children's repetitions are attempts to match the model presented by the adult. Repetition is very common when children are acquiring new vocabulary (Halliday, 1975, cited in Campbell and Smith, 1978). Children in this situation may request a label, responding by repeating the label as a means of self-informing and understanding, supporting language-learning (McTear, 1978).

Other roles fulfilled by using repetitions include; indicating a lack of comprehension, requesting clarification, emphasising agreement, expressing mutual feelings (Ryan, 1973, cited in Campbell and Smith, 1978). Bruner (1977); and Keenan and Klein (1975, cited in Campbell and Smith, 1978) suggest repetitions display an ability to indicate joint attention. Imitations may also represent a child's attempt to cope with difficult grammatical material, particularly elements which will appear in his/her speech at the next level of development (Slobin, 1973, cited in Campbell and Smith, 1978).

Through repetition, children learn to communicate, construct sentences and meet specific communicative needs. In doing so, the child learns important aspects of communication, such as querying, commenting, answering questions, confirmation (Ochs-Keenan, 1977).

The use of repetition in conversation, has been highlighted more recently by Radford and Tarplee (2000). In a study of a child with pragmatic difficulties, who attended a language unit, repetitions were used to generate and manage conversational topics. Radford and Tarplee (2000) suggest the child adopted the conversational behaviour that adults used with him. Willcox and Mogford-Bevan (1995) made similar observations of two children placed in a language unit setting. The children frequently asked questions to which they knew the answer or frequently repeated participants utterances, all features observed in adults interacting with children with conversational difficulties. Therefore, the borrowing of conversational styles from adults in institutional settings is suggested as a possible influence on the behaviours of children with pragmatic difficulties.

Having outlined some of the literature regarding repetitions in the study of child language, the remaining sections of this Introduction will focus on the sequential nature of conversational interactions, or ‘talk-in-interaction’ (Sacks, Schegloff and Jefferson, 1974).

### **1.6 Studying conversation**

A Conversation Analytic (Seedhouse and Richards, 2004; Hutchby and Wooffitt, 1998; Ten Have, 1999) approach was chosen for the present project.<sup>6</sup>

The study of conversation has been well documented and can be defined as the initiation and maintenance of topics over a succession of turns in which communication partners alternate as speaker and listener. Each turn in conversation is shaped to take account for the content of the previous turn, therefore conversation is not made up of a succession of independent utterances but as efficient and coordinated turn-taking. In each turn the speaker

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<sup>6</sup> The approach and rationale regarding its use in studying the language of deaf children can be located in Chapter 2, Methodology.



must make choices on verbal communication, intonation, volume, non-verbal communication such as gaze, posture, use of gesture which are crucial in signalling how the turn should be interpreted and understood by the listener (Wells, 1981). For deaf children, conversations also involve a variety of non-verbal modalities including signing (Mahon, 2003).

Relevant literature has now been discussed and the study will continue by investigating the aims outlined above.

## **2. METHODOLOGY**

### **2.1 Introduction**

This chapter consists of two sections. Section one is a discussion regarding rationale for using Conversation Analysis (CA) methodology. Section two is a description of how the present study was conducted.

### **2.2 Rationale for using Conversation Analysis**

CA methodology has been used in a number of investigations studying various populations where one speaker is considered less capable than another.<sup>7</sup> These studies emphasise that the use of CA methodology has many advantages which can be accounted for when studying deaf children's interactions.

CA is data- or participant-driven, rather than hypothesis-driven, therefore the analyst is able to describe and understand communication observed in video recordings of deaf children's conversations with adults, without resorting to assumptions of preconceived categories (Hutchby and Wooffitt, 1998; Mahon, 1997; Atkinson and Heritage, 1984; Wilkinson, 1999). Understanding of deaf children's communication difficulties, through CA, can promote strategies to support spoken language development.

As deaf children receive only limited acoustic signals they are unlikely to hear unstressed grammatical features (Mahon, 1997). It has been argued that participants in conversation can comprehend what is being communicated through other information for example, context and gaze (Schegloff, 1989). CA emphasises describing all relevant aspects of interactions, including verbal and non-verbal communication (Wilkinson, 1999), allowing each participants

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<sup>7</sup> Studies using Conversation Analysis in this way include: (Burch, Wilkinson and Lock, 2002) adults with aphasia and their partners; (Radford and Tarplee) a child with pragmatic difficulties and his peers; (Corrin, Tarplee and Wells, 2001) typically developing children and their mothers; (Radford, Ireson and Mahon, 2005) typically developing children and their teachers.

and non-verbal communication (Wilkinson, 1999), allowing each participants turn to be accounted for (Mahon, 2003). Studying deaf children in conversation with adults using CA, allows the analyst to describe how the adult adapts their turns to promote the child's acoustic signal including repetition, reformulations, lip movement, gesture, pause, raised volume etc.

Participants in conversation with deaf children may need to regularly ensure intersubjectivity is established and sustained to prevent communication breakdown. Using CA methods enables the analyst to highlight that conversations are mutually constructed, consequently all participants are responsible for potential misunderstandings. Turns at talk must be designed carefully by participants, with an awareness of how the turn might be misunderstood (Atkinson and Heritage, 1984).

CA recognises that participants collaborate in constructing interactions (Hutchby and Wooffit, 2002; Mahon, 1997). Investigating longitudinal data, through CA, permits the identification of possible elements of interaction, communication and language being learned by the deaf child and being taught by the adult (Mahon, 1997). This information can then be related to the practice of adults working with deaf children.

The use of video recordings to analyse interactions between deaf children and adults, allows the analyst to study the child's communication development over time. For example, video recordings permit observations of preverbal skills in deaf children. These developments enable predictions to be made regarding the development of speech perception. The ability to use video recordings to understand early communication development of deaf children, assists in identifying strategies to inform language development (Tait, Lutman and Nikolopoulos, 2000). Also, video recordings mean data can be examined repeatedly therefore detailed investigations and precise observations can be

made (Atkinson and Heritage, 1984).

Finally, the use of video recordings is essential when studying deaf children's conversation in order to access non-verbal communication. CA differs from other approaches to studying discourse. Rather than enforcing a preconceived system to components such as verbal and non-verbal communication (pause, gaze, gesture etc) these components are recognised and described as they occur in conversation (Ridley et al., 2002).

## **2.3 Conduction of the study**

### **2.3.1 Design of the study**

The present study is an in-depth analysis of a deaf child's interactions with his deaf teacher at two time periods during four months, using video recordings.

### **2.3.2 Child and setting**

EA (the child) attends a hearing impaired unit (HIU) within a mainstream primary school in London. The HIU use a natural language approach<sup>8</sup>, teachers use natural opportunities to work on language, following the child's lead and using these opportunities to reinforce their language.

EA (DOB – November 2001) is the youngest of four siblings. He is from an EAL family, with Turkish being his home language. There are many issues surrounding the development of EAL in hearing children (Baker, 2000; Mahon 2003) which cannot be covered within the present study. However, since EA's early diagnosis (February 2002), intervention in his language development has been conducted by English-speaking professionals. At school, EA is

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<sup>8</sup> Naturalistic teaching approaches is the collective name for a group of interventions which have evolved since the 1970's; including 'incidental language teaching', 'milieu teaching' and 'responsive teaching' (Kaiser, Hancock and Hester, 1998). Each approach is different but they share the same principles, including meaningful conversation as the basis to language acquisition, following the child's lead, responding to the child's language use e.g. through modelling and expansions, environmental set-up and everyday life experiences as the conditions for language learning (Kaiser et al., 1998). See appendix 6.1 for more details of the naturalistic teaching approach.

consistently exposed to spoken English. Therefore, this study relates to how EA's spoken English is facilitated in the classroom.

EA was diagnosed with profound bilateral sensori-neural hearing loss at age 3 months. No thresholds were available on EA's audiogram, but the estimate of his learning levels is 110dB HL across frequency ranges. EA was first given hearings aids in February 2002 and at 3;1 (December 2004) EA received a cochlear implant (CI) to the right ear. CI has been used consistently by EA and accepted by his family. In 2005, EA's aided hearing level was measured at 35dBA.

T (teacher) is the second participant in the interactions. As EA's teacher, EA is familiar with T and interacting with her. T is herself deaf. She has perfect spoken English and was raised with spoken English as her only language modality. T uses bilateral digital hearing aids and her prime modality for communication is through a speaking-listening route – she does not use sign language.

The information provided here will be used to inform later conclusions and will provide a context for application to real-life.

### **2.3.3 Data collection**

With permission granted from the school and his parents, EA was videoed regularly as part of the HIU's record-keeping strategy, in conversation with his deaf teacher (T). This study will examine data from two sessions with EA's teacher made during the school year, between February 2005 - June 2005. Data from recordings between EA and his teacher are also being included in a larger study involving all the children in the early years at the HIU.

*Table 1: Recorded Data Information*

<b>Date of Video</b>	<b>EA's age</b>	<b>Length of Recording (minutes and seconds)</b>
February 2005	3;3	12.59
June 2005	3;7	10.26

A digital video camera was used for all recordings in a classroom. Each recording is between eight-thirteen minutes, documenting a language-based activity. In each recording, EA and T are alone in the classroom and seated next to one another with T to the right of EA.

A frequent criticism made against the CA method involves the use of video data. It has been suggested that the presence of a camera alters the nature of interactions and participants are less natural in their conversations due to an awareness of being recorded (Labov, 1972). This difficulty is likely to be minimised in the present study. Recordings of teacher-pupil interactions are made regularly as part of school record-keeping, therefore being recorded is not an unfamiliar experience to either T or EA whose interactions, it is hoped, are not artificial. A researcher was not present during the recordings consequently, no unfamiliar individuals were present.

#### **2.3.4 Transcriptions and analysis procedure**

Two video recordings of child-teacher interactions form the body of the data. The data was digitised, therefore available for repeated viewings, permitting detailed investigations of both verbal and non-verbal communication within the conversations.

The data for each time period were thoroughly examined and transcribed using CA procedures, enabling others to access the data directly. A summary of

transcription notations (Beeke and Wilkinson, 2000) used in this study can be located in appendices 6.2. The interactions are mainly transcribed orthographically, however, many of EA's utterances are of reduced intelligibility and therefore transcribed phonetically.

Key themes are investigated across both time periods relating to repetition turn sequences (RTS's). Detailed analysis of both T and EA's contributions to the conversations are made, examining the repertoire of RTS's, the sequential context in which RTS's occur, how child-teacher turns are designed (regarding verbal and non-verbal communication) and the effects of mutual attention, between EA and T, on RTS's. Broad comparisons of these themes are made across both time periods as well as comparisons between EA and typically developing children, with regards to the use of repetitions in facilitating language development.

### 3. ANALYSIS

#### 3.1 Introduction

This chapter focuses on the use of repetition turn sequences (RTS's) by EA and T to facilitate spoken language, over two time periods. The two recordings identify a very basic (restricted use of language by T) language session in which T attempts to facilitate spoken language from EA.

The video recordings were examined using a conversation analytic approach, allowing both verbal and non-verbal elements of interaction to be investigated. Both recordings have been orthographically transcribed and transcriptions can be located in appendices 6.3-6.4. Full transcriptions have shaded sections signifying bouts in the interaction. Bouts start with the initiation of a new topic, by either participant, and end when a new topic is initiated.

Time period one (TP1) consists of eleven bouts.

*Table 2: Bouts for TP1*

<b>Bout Number</b>	<b>Corresponding Line Numbers</b>
1	072-115
2	116-163
3	164-207
4	208-268
5	269-317
6	318-345
7	346-375
8	376-414
9	415-446
10	447-458
11	459-468

Time period two (TP2) consists of 20 bouts.



*Table 3: Bouts for TP2*

<b>Bout Number</b>	<b>Corresponding Line Numbers</b>
1	080-101
2	102-120
3	121-131
4	132-143
5	144-164
6	165-182
7	183-221
8	222-237
9	238-244
10	245-253
11	254-271
12	272-280
13	281-297
14	398-308
15	309-322
16	323-330
17	331-336
18	337-344
19	345-355
20	356-362

During unimotivated examination of the data (e.g. Ten Have, 1999 and Hutchby & Wooffitt, 1998) the primary, striking feature within the sequences of talk is the frequent number of repetition turn sequences (RTS's). For T to facilitate language from EA, she regularly initiates RTS's, as will be illustrated from fragments provided in the analyses to follow.

Examples of child-teacher talk are provided and detailed line-by-line analyses of fragments of talk are presented to explain RTS's according to the sequential context in which they occur. The following themes will also be explored;

- a. Repertoire of RTS's in the data and whether these are similar between the two time periods, and if there are similarities with typically

developing children.

- b. The sequential context in which RTS's occur.
- c. How child and teacher turns are designed, regarding verbal and non-verbal elements.
- d. Mutual attention between participants during a RTS.

### **3.2 Introduction to Time Period One EA, aged 3;3**

In TP1, the language-based session involves T and EA commenting on a book of animals. The idea of the activity is to encourage spoken use of vocabulary, considered to be within EA's skill capacity. T has removed toy animals from a bag, placing them on the table near the book. T's objectives are for EA to match the correct toy to each picture in the book and say the lexical item for the toy/picture. It is not made explicit how EA should complete the activity, for example;

- a. verbally label picture/toy
- b. use gesture or homesign to label picture/toy
- c. choose the toy to match the picture

Therefore, the task is cognitively very complex and as the activity proceeds it becomes clear that EA has difficulty understanding T's questions regarding labelling the pictures and/or toys. However, once EA establishes that imitating (non-verbal) or repeating (verbal) T's prior turn is acceptable, he begins to use repetition or imitation appropriately. It also becomes apparent that T initiates RTS's to facilitate language from EA. The fragments within analysis section 3.3 identify a number of successful<sup>9</sup> and unsuccessful<sup>10</sup> RTS's constructed.

Within the eleven bouts there are nine turn sequences in which T and EA

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<sup>9</sup> Successful RTS's occur when T's turns are designed to elicit repetition from EA and EA responds by repeating/imitating T.

<sup>10</sup> Unsuccessful RTS's occur when T's turns are designed to elicit repetition from EA but do not.

construct successful RTS's where EA repeats/imitates T's prior turn.

*Table 4: Fragments Representing Successful Repetition Turn Sequences, TP1*  
(First number in first column refers to fragment number, second number represents bout number)

Fragment:Bout	Line Numbers	Bout Information
1:1	111-113	Bout 1; pages 78-80, appendix 6.3
2:2	116-120	Bout 2; pages 80-82, appendix 6.3
3:3	177-179	Bout 3; pages 82-84, appendix 6.3
4:4	259-261	Bout 4; pages 84-86, appendix 6.3
5:4	264-266	Bout 4; pages 84-86, appendix 6.3
6:7	363-370	Bout 7; pages 90-91, appendix 6.3
7:8	402-404	Bout 8; pages 91-93, appendix 6.3
8:9	425-427	Bout 9; pages 93-94, appendix 6.3
9:11	463-465	Bout 11; page 95, appendix 6.3

There are seven sequences in which RTS's are unsuccessful and EA does not repeat/imitate T's prior turn.

*Table 5: Fragments Representing Unsuccessful Repetition Turn Sequences, TP1*

Fragment:Bout	Line Numbers	Bout Information
10:3	191-197	Bout 3; pages 82-84, appendix 6.3
11:3	199-201	Bout 3; pages 82-84, appendix 6.3
12:5	299-301	Bout 5; pages 86-89, appendix 6.3
13:5	307-309	Bout 5; pages 86-89, appendix 6.3
14:8	397-400	Bout 8; pages 91-93, appendix 6.3
15:9	440-443	Bout 9; pages 93-94, appendix 6.3
16:10	452-455	Bout 10; pages 94-95, appendix 6.3

*Repertoire of Sequential Contexts In Which Repetition Turn Sequences Occur In TP1*

Within TP1 RTS's occur in four sequential contexts;

1. Child repeats/imitates as a response turn in a question-answer adjacency pair
2. Child repetition/imitation in a labelling sequence
3. Elicited repetitions/imitations
4. Child repetition/imitation without Teacher initiation

*Table 6: Fragments Representing Sequential Contexts In Which Repetition Turn Sequences Occur, TP1*

<b>Sequential Context</b>	<b>Fragment</b>	<b>Line Numbers</b>	<b>Successful</b>	<b>Unsuccessful</b>
1. Child repetitions as a response turn in a question-answer adjacency pair	1:1	111-113	✓	
	6:7	363-370	✓	
	12:5	299-301		✓
2. Repetitions in a labelling sequence	3:3	177-179	✓	
	4:4	259-261	✓	
	5:4	264-266	✓	
	7:8	402-404	✓	
	8:9	415-417	✓	
	10:3	191-197		✓
	14:8	397-400		✓
	15:9	440-443		✓
	16:10	452-455		✓
3. Elicited Repetitions	11:3	199-201		✓
	13:5	307-309		✓
4. Child repetition without Teacher initiation	2:2	116-120	✓	
	9:11	463-465	✓	

A detailed analysis of fragments of talk for each of the sequential contexts in which RTS's occur will now be presented.

### 3.3 Analysis of Time Period One

#### 3.3.1 Repetitions used as a response turn in a question-answer adjacency pair

There are two examples of successful repetition turn sequences (RTS's). Both examples identify mutual gaze during the RTS which occur at the end of both bouts. There was one example of an unsuccessful RTS. An example of the each will be discussed in detail.

*Table 7: Successful Repetition Turn Sequences As A Response Turn In A Question-Answer Adjacency Pair, TP1*

<b>Fragment:Bout</b>	<b>Line numbers of fragment</b>
1:1	111-113
6:7	363-370

The example below is taken from bout 1 (see pages 78-80, appendix 6.3 for whole bout).

#### *Summary*

In this bout, T introduces the activity. The unfolding sequence indicates the complexity of the task T wishes EA to perform. T uses complex, reformulated questions to focus EA's attention on the task (McTear, 1978, cited in Campbell and Smith, 1978), and elicit a label (line 075). T's use of pointing and eye gaze, finally allow EA to begin to understand his role (lines 089-092).

Figure 1: Fragment 1:1, TPI

	108	EA	<i>((points to tiger's tail in picture, then at toy tiger's tail, then smiles and nods at T))</i>
	109	T	[His tail ]
	110	EA	[ <i>((thumbs up gesture))</i> ]
→	111	T	Go [ /ra/:::: ] [ <i>((imitates tiger movement with both hands))</i> ]
→	112	EA	<i>((imitates T's gesture in previous line and opens mouth))</i>
→	113	T	°hhhhh° [ /ra/:::: ] [ <i>((homesigns tiger))</i> ]
	114	EA	<i>((puts toy tiger down on table and looks at book))</i>
	115	T	[Right leave him there ] [ <i>((picks up toy tiger and moves it across table))</i> ]

#### Detailed line-by-line analysis

1. From lines 097-109 T supplies EA with verbal labels for his non-verbal turns. EA looks at T in line 108 when he nods and smiles, indicating he understands the label T supplied. T repeats the label in line 109 as means of confirmation.
2. In line 110, EA uses a 'thumbs up' gesture, whilst smiling at T, implying he has understood T's verbal label.
3. Once T is confident EA has understood the activity and label she attempts a RTS. In line 111, when they share mutual gaze, T designs the turn verbally and non-verbally imitating a tiger roaring.
4. In line 112, EA responds by imitating T's gesture. T and EA continue to maintain eye contact, suggesting EA is attending to T.

5. In line 113, T accepts EA's gesture as an imitation by redoing her turn verbally and non-verbally. T and EA maintain eye contact so EA observes T's acknowledgement. T reinforces the repetition as well as signalling that she understood EA's gesture.

In conclusion, the following themes will be explored for each fragment in the analysis;

1. Child-teacher turn design
2. Mutual attention
3. Accuracy of child repetition/imitation

In fragment 1:1 it was identified that T initiated the RTS by producing a homesign for tiger and roaring – using gesture and symbolic noise. EA responded by producing an accurate imitation of T's homesign. T accepts EA's imitation, ending the RTS by redoing the homesign and symbolic noise with slight alteration, as an interpretation of EA's turn (Heeschen & Schegloff, 1999). Throughout the RTS, both T and EA maintained mutual gaze.

However, there is also one unsuccessful example of an RTS in this sequential context, in bout 5; lines 299-301 (see pages 86-89, appendix 6.3 for whole bout)

### *Summary*

In this fragment T asks EA questions regarding a picture, to elicit a label from EA. Once the picture is labelled T attempts to elicit a repetition from EA.

Figure 2: Fragment 12:5, TP1

	295	T	[Edgar _((taps EA on arm and body))]
	296	EA	((looks down at picture book))
	297	T	((taps EA on arm)) Edgar
	298	EA	((looks up at T))
→	299	T	It goes [ra:::: _((gestures bear movement with both hands))]
→	300	EA	((smiles, looks at toy bear, points to it then looks at T and smiles))
→	301	T	[this one _((points to picture of bear in book))]

#### Detailed line-by-line analysis

1. In lines 295-297 T attempts to gain EA's attention, calling his name and tapping his arm/body, indicating she wants him to do something now she has provided labels.
2. EA looks at T (line 298) and she repeats the label for the picture. EA looks at T momentarily during this turn (line 299), it is unclear whether he is able to observe the verbal and non-verbal label T provides.
3. In line 300, EA acknowledges that the label refers to the toy by pointing at it then smiling at T.
4. T abandons the RTS in line 301, acknowledging EA's action in the previous turn.

In fragment 12:5, T attempts to gain EA's attention before initiating the RTS. The task becomes complex as EA has to attempt to understand why T has re-focused his attention. The turn design of the RTS is as follows; T homesigns bear and roars – using gesture and symbolic noise (line 299), EA responds by



pointing to the bear and smiling at T (line 300) to which T ends the RTS by acknowledging EA's turn using words and pointing.

### 3.3.2 Repetitions in a labelling sequence

There are five examples of successful RTS's. All of these are initiated by T and occur either at/near the end of a page, not necessarily at the end of a bout.

*Table 8: Successful Repetition Turn Sequences In A Labelling Sequence, TP1*

<b>Fragment:Bout</b>	<b>Line numbers of Fragment</b>
3:3	177-179
4:4	259-261
5:4	264-266
7:8	402-404
8:9	425-427

An example from bout 8 is presented (see pages 91-93, appendix 6.3 for whole bout) and analysed in more detail.

#### *Summary*

In this fragment T is providing EA with verbal labels he requests. The turn sequence displayed indicates T's persistence in facilitating language through repetition.

Figure 3: Fragment 7:8, TP1

397	T	[A bird goes ] (1) [ ((takes toy parrot from EA)) ] —
398		[ /kwa:k/ ] [ ((holds toy parrot next toy mouth)) ]
399	EA	((looks down at book))
400	T	((puts hand over book that EA is looking at))
401	EA	((looks up at T)) [ /gəw/ ] [ ((taps T on hand and looks up at T)) ]
→ 402	T	[ /kwa:k/ ] [ ((holds toy parrot next to mouth)) ]
→ 403	EA	((points toward T's face, opens mouth wide))
→ 404	T	[ /kwa:k/ ] [ ((nods, holding toy parrot next to mouth)) ]

*Detailed line-by-line analysis*

1. T attempts to elicit a repetition from EA in lines 397-399, unsuccessfully. T persists in eliciting a repetition from EA and in line 400, covering the book EA is looking at, an attempt to refocus his attention toward her. EA responds by looking at T, vocalising disagreement of her action in line 401 and tapping her hand to attract her attention.
2. In line 402, T initiates a RTS whilst holding the toy next to her face. T does this to focus EA's attention on her whilst imitating the sound of a bird. T and EA maintain eye contact throughout the turn.
3. In line 403 EA imitates T's facial expression during the prior turn. EA points toward T's face and the toy parrot, indicating what his imitation refers to. T and EA maintain eye contact during EA's turn.

4. T acknowledges EA's turn in line 404, interpreting it as an imitation by repeating the imitation and nodding at EA, indicating acceptance of his turn.

Possible factors contributing to the success of the RTS in fragment 7:8 are now discussed. The turn design of the RTS is as follows; T gains EA's attention and uses symbolic noise to imitate a bird. EA responds by accurately imitating T's facial expression whilst pointing at the bird. T accepts EA's imitation by repeating the symbolic noise and nodding.

T gains EA's attention, in line 400, by putting her hand over the book he is looking at. Once T and EA share mutual gaze T holds a toy bird near her face. This is commonly observed in mothers of deaf children and is used to attract the child's attention to the adults face whilst producing a word (Harris & Chasin, 2005). Mutual gaze is maintained throughout the RTS.

There are also four examples of labelling sequences containing unsuccessful RTS's in which EA does not repeat/imitate T. All the unsuccessful RTS's are initiated by T near the end of a bout and T and EA share mutual attention sparingly/not at all.

*Table 9: Unsuccessful RTS's In A Labelling Sequence, TP1*

<b>Fragment:Bout</b>	<b>Line numbers of Fragment</b>
10:3	191-197
14:8	397-400
15:9	440-443
16:10	452-455

I will present an example from bout 10 (see pages 94-95, appendix 6.3 for whole bout) in more detail.

### Summary

In this fragment T provides EA with the requested, verbal and non-verbal label for the picture and toy. T attempts to initiate a RTS, once EA is supplied with the labels.

Figure 4: Fragment 16:10, TP1

	449	EA	[ ((picks up toy snake and puts it on book) then points at toy snake and a picture in the book)
	450	T	[ sh::::: ] [ ((homesigns snake)) ]
	451	EA	((looks up at T and smiles then looks at toy snake))
→	452	T	((picks up snake and put it on book)) it goes
→	453		((taps toy snake)) sh:::::
→	454	EA	((looks at toy snake, nods, then lifts flap on page and puts toy snake on the picture under the flap, shakes head and looks up at T))
→	455	T	[ m:::: ] [ not the snake ] [ ((shakes head and looks at EA)) ] [ ((points to the picture)) ]

### Detailed line-by-line analysis

1. In line 449, EA indicates to T he understands the toy and picture are the same by pointing to them. T's turn in line 450 overlaps EA's turn as she supplies another label for the toy/picture – this time, providing a symbolic noise and gesture to imitate a snake. Due to EA's hearing difficulties it is unlikely he can hear T's label because of the sounds and pitch level.
2. In line 451, EA looks at T and T responds by initiating a RTS, in line 452. T picks up the toy snake and taps it to focus EA's attention on it. She produces a symbolic noise, imitating a snake whilst EA looks at the toy.

3. In line 454, EA nods, fulfilling his turn to some extent, then puts the toy snake back on the page. EA indicates, through a headshake, that the picture under the flap is not a snake.
4. T responds in line 455 by providing EA with the verbal language for his prior turn and interpreting what EA means. In doing so, T abandons the RTS.

Possible explanations for the failure of the RTS illustrated in fragment 16:10, are now presented. There is a lack of mutual attention throughout the RTS. The turn design of the RTS is as follows; T provides a symbolic noise for the toy (line 452-453), which EA responds to by looking at the toy, then the picture, then the toy and finally by looking at T (line 454). T ends the attempted RTS by providing a verbal label for the toy.

### 3.3.3 Elicited repetitions

T's attempts to elicit a repetition from EA through questions are unsuccessfully initiated in two bouts. A successful example would illustrate EA designing the turn to repeat/imitate an earlier verbal/non-verbal label produced by T. The unsuccessful RTS's are initiated by T at the end of the bouts. T and EA do not share mutual attention.

*Table 10: Unsuccessful RTS's as Elicited Repetitions, TP1*

Fragment:Bout	Line numbers of fragment
11:3	199-201
13:5	307-309

An example taken from bout 3 (see pages 82-84, appendix 6.3 for whole bout) will be presented.

### Summary

In this fragment, T attempts to elicit a repetition from EA of a prior turn designed by T. Previously, EA has successfully repeated and imitated a verbal and non-verbal label supplied by T.

Figure 5: Fragment 11:3, TP1

197	T	[giraffe [ <i>((homesigns giraffe))</i> ]]
198	EA	<i>((looks up at T, then looks down at the book))</i>
→ 199	T	<i>((Taps EA's arm))</i> [You do that? [ <i>((taps EA's body))</i> ]]
→ 200	EA	<i>((points at a picture in book))</i>
→ 201	T	[What's this? [ <i>((picks up giraffe toy and holds it close to EA))</i> ]]
202	EA	<i>((looks at book, taps T's arm and points to picture in book and starts turning page in book))</i>

### Detailed line-by-line analysis

1. In line 197, T labels the toy and picture and provides the homesign. Eye contact is maintained during the turn and EA responds (line 198), looking back down at the book.
2. In line 199 T attempts an elicited repetition. T taps EA's arm/body to gain his attention. T asks EA to repeat her earlier label for 'giraffe' without waiting for him to look at her.
3. EA continues to look at the book, pointing to the picture of the giraffe (line 200).
4. In line 201 T responds, holding up the toy giraffe to indicate what she is talking about, asking EA to label the toy without further verbal or non-verbal modelling.

5. In line 202 EA attempts to re-focus T's attention by tapping her arm then pointing to the picture in the book. EA turns the page indicating he wants the topic to move on and the RTS is abandoned.

Fragment 11:3 was further examined regarding possible explanations influencing the unsuccessful RTS presented above. T initiates the RTS whilst EA is attending to the picture of the giraffe. The turn design is as follows; T attempts to gain EA's attention and verbally questions him (line 199) to which EA responds in line 200 by pointing to a picture in the book. T ends the attempted RTS by reformulating her question in line 201, and holding the toy.

#### **3.3.4. Child repetition without Teacher initiation**

There are two successful examples of EA imitating a homesign (Bout 11) and facial expression and gesture (Bout 2).

*Table 11: Successful Repetition Turn Sequences As Repetitions Without Teacher Initiation, TP1*

<b>Fragment:Bout</b>	<b>Line numbers for fragment</b>
2:2	116-120
9:11	463-465

In these turn sequences mutual gaze is consistent between participants. T does not respond to EA's use of imitation in bout 2 but does in bout 11. In both sequences T has not indicated that she wants EA to repeat/imitate her. An example from bout 11 (see page 95, appendix 6.3 for whole bout) is presented.

#### *Summary*

In this fragment, T explains verbally and non-verbally that the book is finished. The sequence unfolds demonstrating EA understands he is expected

to repeat/imitate T.

Figure 6: Fragment 9:11, TP1

	461	T	[look [ <i>((lifts up book))</i> ]]
	462	EA	<i>((picks up the book, closes it))</i>
→	463	T	[Finished [ <i>((homesigns finish))</i> ]]
→	464	EA	<i>((twists one hand, holds book in other hand))</i>
→	465	T	[Finish [ <i>((raises hands, palms upwards, smiling at EA))</i> ]]

#### Detailed line-by-line analysis

1. In line 461 T attempts to focus EA's attention on the book. She does this verbally and non-verbally by holding up the book.
2. EA responds in line 462 by signalling, non-verbally, his understanding of what T referred to.
3. T provides EA with a verbal and non-verbal (homesign) explanation of what has happened (line 463). In doing so, T indicates that she accepts EA understands her and T and EA maintain eye contact.
4. EA responds in line 464 by imitating the home sign, with one hand, whilst T and EA maintain eye contact.
5. T designs the next turn in line 465, accepting EA's turn as an imitation of her homesign. T repeats the verbal label for the homesign, with a slight alteration, and alters her homesign for 'finish', as well as smiling at EA indicating acceptance of his imitation. The homesign used in line



465 is a closer approximation to EA's imprecise homesign. T and EA again maintain eye contact therefore EA can check T has understood him and T can acknowledge EA's imitation.

Fragment 9:11 was investigated further using themes to identify possible factors influencing the RTS's success. The turn design follows that T initiates the RTS, producing a word and homesign (line 463) to which EA responds by accurately imitating T's homesign (line 464). T ends the RTS in line 465, accepting EA's imitation, by redoing her word and homesign with slight alterations.

### **3.4 Introduction to Time Period Two EA, aged 3;7**

In TP2, the language-based activity is very similar to TP1, T and EA are commenting on a book of animals. T has also uncovered an egg to which EA must find the corresponding picture in the book. The activity involves two objectives for;

1. to match the correct picture to the egg
2. to say the lexical item for the animal pictures

As in TP1, it is not made explicit to EA how he should complete part 2 of the activity. For example;

- a. verbally label each picture
- b. use gesture or homesign to label each picture

Again, the task is cognitively quite complex but data suggests that EA is able to understand the objectives of the activity fairly early on during the session. T initiates RTS's frequently to facilitate language from EA and EA is frequently

able to successfully repeat/imitate T's prior turns. The fragments in this chapter demonstrate a number of successful and unsuccessful RTS's.

Within the 20 bouts there are 21 sequences in which EA and T construct and successful RTS's where EA repeats/imitates T's prior turn.

*Table 12: Fragments Representing Successful Repetition Turn Sequences, TP2*

<b>Fragment:Bout</b>	<b>Line Numbers</b>	<b>Bout Information</b>
1:1	095-099	Bout 1; pages 100-101, appendix 6.4
2:2	115-120	Bout 2; page 101, appendix 6.4
3:3	122-124	Bout 3; pages 101-102, appendix 6.4
4:3	125-128	Bout 3; pages 101-102, appendix 6.4
5:4	139-143	Bout 4; pages 102-103, appendix 6.4
6:5	147-149	Bout 5; pages 103-104, appendix 6.4
7:5	151-153	Bout 5; pages 103-104, appendix 6.4
8:5	154-158	Bout 5; pages 103-104, appendix 6.4
9:6	169-172	Bout 6; pages 104-105, appendix 6.4
10:6	173-175	Bout 6; pages 104-105, appendix 6.4
11:9	241-244	Bout 9; pages 107, appendix 6.4
12:10	246-249	Bout 10; pages 107-108, appendix 6.4
13:10	251-253	Bout 10; pages 107-108, appendix 6.4
14:11	261-265	Bout 11; pages 108, appendix 6.4
15:12	274-276	Bout 12; pages 108-109, appendix 6.4
16:12	277-280	Bout 12; pages 108-109, appendix 6.4
17:14	301-304	Bout 14; pages 110, appendix 6.4
18:14	304-306	Bout 14; pages 110, appendix 6.4
19:15	317-322	Bout 15; pages 110-111, appendix 6.4
20:18	339-341	Bout 18; pages 111-112, appendix 6.4
21:19	352-354	Bout 19; pages 112, appendix 6.4

There are also two unsuccessful RTS's where EA does not repeat/imitate T's prior turn. Both turn sequences are initiated by T.

*Table 13: Fragment Representing Unsuccessful Repetition Turn Sequences, TP2*

<b>Fragment:Bout</b>	<b>Line Numbers</b>	<b>Bout Information</b>
22:15	313-315	Bout 15; page 110-111, appendix 6.4
23:16	328-330	Bout 16; pages 111, appendix 6.4

*Repertoire of Sequential Contexts In Which Repetition Turn Sequences Occur In TP1*

Within TP2 there are two sequential contexts in which RTS's occur;

1. Repetitions in a labelling sequence
2. Elicited repetitions

**Table 14:** *Fragments Representing Sequential Contexts In Which Repetition Turn Sequences Occur, TP2*

<b>Sequential Context</b>	<b>Fragment</b>	<b>Line Numbers</b>	<b>Successful</b>	<b>Unsuccessful</b>
1. Repetitions in a labelling sequence	2:2	115-120	✓	
	3:3	122-124	✓	
	4:3	125-128	✓	
	5:4	139-143	✓	
	6:5	147-149	✓	
	7:5	151-153	✓	
	8:5	154-158	✓	
	9:6	169-172	✓	
	10:6	173-175	✓	
	11:9	241-244	✓	
	12:10	246-249	✓	
	13:10	251-253	✓	
	14:11	261-265	✓	
	15:12	274-276	✓	
	16:12	277-280	✓	
	17:14	301-304	✓	
	18:14	304-306	✓	
	22:15	313-315		✓
	19:15	317-322	✓	
	23:16	328-330		✓
	20:18	339-341	✓	
	21:19	352-354	✓	
2. Elicited Repetitions	1:1	095-099	✓	

A detailed analysis of fragments of talk for each sequential context in which RTS's occur will now be presented, demonstrating how RTS's arise both successfully and unsuccessfully.

### 3.5 Analysis of Time Period Two

#### 3.5.1 Repetitions in a labelling sequence

There are 20 examples of successful RTS with three emergent patterns.

##### Pattern 1

Successful RTS's are initiated by T at/near the end of a bout when participants share mutual attention.

*Table 15: Pattern 1, Repetition Turn Sequences In A Labelling Sequence, TP2*

<b>Fragment:Bout</b>	<b>Line numbers of Fragment</b>
2:2	115-120
4:3	125-128
5:4	139-143
8:5	154-158
11:9	241-244
13:10	251-253
14:11	261-265
16:12	277-280
18:14	304-306
19:15	317-322
21:19	352-354

##### Pattern 2

Successful RTS's are initiated by T at the start of a bout when participants share mutual attention.

*Table 16: Pattern 2, Repetition Turn Sequences In A Labelling Sequence, TP2*

<b>Fragment:Bout</b>	<b>Line numbers of Fragment</b>
3:3	122-124
6:5	147-149
7:5	151-153
12:10	246-249

### Pattern 3

Successful RTS's are initiated by EA at/towards the start of a bout when participants share mutual attention.

*Table 17: Pattern 3, Repetition Turn Sequences In A Labelling Sequence, TP2*

<b>Fragment:Bout</b>	<b>Line numbers of Fragment</b>
9:6	169-172
10:6	173-175
15:12	274-276
17:14	301-304
20:18	339-341

An example from each pattern will now be presented and analysed in more detail.

### Pattern 1

Bout 3 (see pages 101-102, appendix 6.4 for whole bout)

#### *Summary*

EA has previously repeated and imitated T's verbal label and homesign for 'horse'. Once T is confident EA understands the label she initiates another RTS through continued labelling.

Figure 7: Fragment 4:3, TP2

→	125	T	goes click click [click click click click click] [ ((taps hands on table)) ]
→	126		[click click click] [ ((taps hands on table)) ]
→	127	EA	((points to picture)) /u:/ /ə/ [ /ə/ /u:/ /ə/ /u:/ ] [ ((taps hands on table)) ]
→	128	T	[click click click click ]
	129		(0.2) Good (0.3) any [eggs there] [ ((points to egg then picture)) ]

#### Detailed line-by-line analysis

1. In line 125 T attempts to initiate a RTS producing a symbolic noise and gesture to imitate the sound of horses' hooves whilst maintaining eye contact with EA.
2. EA responds in line 126, pointing to the picture of the horse to indicate to T what his turn relates to. EA then repeats T's symbolic noise and imitates T's gesture while T and EA continue to maintain eye contact. T's turn in line 128 overlaps EA's verbal turn in line 127. T repeats the symbolic noise, therefore interpreting EA's turn as a repetition.
3. In line 129, T ends the RTS, acknowledging EA's attempt to repeat her in line 127, then re-focusing the interaction back to the main activity of finding the picture corresponding to the egg. T and EA continue to maintain eye contact throughout this turn.

Below is a further investigation of themes arising from fragment 4:3,

consisting of possible explanations for the success of the RTS. T and EA maintain mutual gaze throughout the RTS and the turn design is as follows; T produces a symbolic noise and gesture, i.e. sound of horse's hooves (line 125-126). EA responds in line 127, imprecisely repeating the symbolic noise and accurately imitating the gesture. T accepts EA's repetition and imitation by acknowledging EA's turn using words.

## Pattern 2

Bout 10 (see page 107-108, appendix 6.4 for whole bout)

### *Summary*

The sequence demonstrates how T and EA produce a successful RTS, at the start of a bout. The RTS proceeds after T provides EA with a requested label.

*Figure 8: Fragment 12:10, TP2*

→	246	T	[That's a           ][chicken [ <i>((taps picture))</i> ]][ <i>((homesigns chicken))</i> ]
→	247		[chicken [ <i>((homesigns chicken))</i> ]
→	248	EA	<i>((imitates T's homesign for chicken))</i>
→	249	T	Goes cluck cluck cluck cluck cluck cluck cluck

### *Detailed line-by-line analysis*

1. Prior to the RTS, T begins the bout explaining that the flap on the page has been removed. T does this verbally and non-verbally by rubbing the page. T then attempts to initiate a RTS.
2. In line 246-247, T taps the picture on the page to focus EA's attention on the picture. T verbally labels the picture and supplies the homesign whilst T and EA maintain eye contact. T then repeats the verbal label



and homesign.

3. EA responds in line 248 by continuing to maintain eye contact and imitating T's homesign.
4. T designs the final turn to produce a symbolic noise repeatedly to imitate a chicken, whilst maintaining eye contact with EA.

The themes examined now present some explanations for the success of the RTS. The turn design identifies that T initiates the RTS, supplying the label and homesign for a picture of a chicken, twice (line 246). EA responds in line 247, accurately imitating T's homesign. T designs the final turn in the RTS, accepting EA's imitation by producing a symbolic noise to imitate a chicken. T and EA maintain mutual gaze throughout the RTS.

### Pattern 3

Bout 18 (see page 111-112, appendix 6.4 for whole bout)

### *Summary*

The RTS is initiated by EA who attempts to label a picture, verbally and non-verbally, without being asked to do so by T. T responds, providing an accurate verbal label and homesign for the picture and it is here that the RTS begins.

*Figure 9: Fragment 20:18, TP2*

→	338	EA	$\left[ \begin{array}{l} / \theta r : \dots : \\ \_ ((\text{Wiggles hand along the table})) \end{array} \right]$
→	339	T	$\begin{array}{l} \text{they're swimming} \left[ \begin{array}{l} \text{they're ducks} \\ \_ ((\text{homesigns duck})) \end{array} \right] \end{array}$
→	340	EA	$((\text{imitates T's homesign for duck}))$
→	341	T	$\left[ \begin{array}{l} / \text{wae:k} / \text{wae:k} / \text{wae:k} / \text{wae:k} / \text{wae:k} / \text{wae:k} / \text{wae:k} / \\ \_ ((\text{homesigns duck})) \end{array} \right]$

### *Detailed line-by-line analysis*

1. In this bout, EA has turned the page and looked at the picture of ducks. He then points to the picture. In line 338, T and EA maintain eye contact whilst EA attempts to verbally and non-verbally label the picture.
2. T responds in line 339, providing EA with a verbal interpretation of his prior turn. T then supplies the verbal label and homesign for the picture whilst T and EA maintain eye contact.
3. EA designs the next turn in line 340 to imitate T's homesign and T and EA continue to maintain eye contact.
4. T then attempts to initiate a new RTS, producing a repetitive symbolic noise and homesign for duck.

Themes investigate for fragment 20:16 present information concerning the success of the RTS. The turn design identifies that EA initiates the RTS, attempting to verbally and non-verbally label a picture (line 338). T responds in line 339, providing a verbal label and homesign for 'duck' to which EA responds in line 340 by accurately imitating the homesign. T ends the RTS in line 341, accepting EA's imitation, producing a symbolic noise and homesign for duck. T and EA maintain mutual gaze during the majority of the RTS.

There are also examples of unsuccessful RTS's within labelling sequences, in bouts 14 and 15, which share similarities. Both RTS's are initiated by T and occur after T has supplied a requested label.

An example from bout 15 is now presented (see pages 110-111, appendix 6.4 for whole bout).

### Summary

In this bout, EA has requested that T labels a picture he is looking at. When T labels a different picture on the page EA is looking down at the book. T then attempts to initiate a RTS whilst T and EA do not share mutual attention.

Figure 10: Fragment 22:15, TP2

	309	EA	((opens flap on page and looks up at T))
	310	T	[/a/:::: (3) [((points to a different picture))]
	311		[the sheep [((taps picture))]
	312	EA	((points to two pictures))
→	313	T	the sheep goes [/ba/:::: ]
→	314	EA	[((holds up two fingers))]
→	315	T	There's [two sheep [((holds up two fingers))]

### Detailed line-by-line analysis

1. EA starts the bout requesting that T labels the picture under the flap. EA does this by looking from the picture toward T. T responds, pointing at a different picture and supplying EA with the verbal label for this picture. T attempts to focus EA's attention on the picture she is labelling by pointing and tapping the picture as she labels it. EA does not look at T, instead looking at the picture under the flap and the picture T has pointed to.
2. In line 312 EA points to two pictures on the page. He does not look up from the book whilst doing so.

3. T attempts to initiate a RTS in line 313, producing a symbolic noise to imitate a sheep. EA's turn in line 314 overlaps T's turn as he looks up at T holding up two fingers indicating he understands there are two pictures on the page which he pointed to in line 312.
4. T ends the RTS in line 315 by supplying the verbal language for EA's prior turn, therefore interpreting his gesture. In doing so, T abandons the RTS.

Fragment 22:15 has been investigated regarding the themes which aim to reveal possible explanations for the failure of the RTS. For example, once T has provided a verbal label for a different picture to that requested by EA T and EA do not share mutual attention. The turn design is as follows; RTS is initiated by T in line 313, by labelling the picture of a sheep and using symbolic noise to imitate a sheep. EA responds in line 314 using gesture – holding up two fingers. T ends the attempted RTS by verbally commenting on and imitating EA's gesture (line 315).

### **3.5.2. Elicited repetitions**

T successfully attempts to elicit a repetition from EA in TP2 and EA repeats T's prior turn. There is one example of a successful RTS within this sequential context, in bout 1 (see pages 100-101, appendix 6.4 for whole bout).

#### *Summary*

The fragment identifies T attempting to introduce the task of finding the picture in the book corresponding to the egg she is holding. It is clear from the unfolding bout that EA understands the task. T attempts to elicit a repetition from EA once she has labelled a picture in the book.

Figure 11: Fragment 1:1, TP2

	091	T	It's a cow <hr/>
	092	EA	((points and looks at plastic egg and shakes head at T))
	093	T	[no egg [((points to plastic egg and looks at EA))]]
	094	EA	((shakes head, looks at book and closes flaps on page))
→	095	T	no [Edgar [((taps EA's arm))]] you can do this
→	096		Edgar ((taps book, taps EA's arm)) goes <hr/>
→	097		[/mu/::: [((holds hand on neck))]]
→	098	EA	[/bu/::: [((holds hand on neck))]]
→	099	T	[Yeah [((nods at EA))]] (0.2) [/mu/::: [((holds hand to neck))]]
	100	EA	/ pɔ /:::
	101	T	Yeah [good boy [((thumbs up))]] <hr/>

#### Detailed line-by-line analysis

1. T introduces the task to EA then asks EA to label a picture of a cow in the book. When EA does not respond by labelling, T supplies the verbal label.
2. Between lines 092-094 EA attempts to focus on the main activity of finding the picture matching the egg. This indicates that EA has not understood that T also wants him to repeat labels she supplies for pictures.

3. T then attempts to initiate a repetition turn sequence in line 095, by verbally refusing EA's continuation with the main task. T taps EA's arm and calls his name to focus his attention toward her. Her statement in line 095 indicates she wants EA to repeat labels she supplies. T again calls EA's name and taps his arm (line 096) to attract his attention. Once EA and T share eye contact, in line 097, T produces a symbolic noise to imitate a cow. T also holds her hand over her neck while EA continues to maintain eye contact with her.
4. In line 098 EA repeats T's symbolic noise, also imitating her use of gesture whilst continuing to maintain eye contact with T.
5. T responds in line 099 acknowledging EA's turn verbally and nonverbally – by nodding. She repeats the symbolic noise and gesture, interpreting EA's prior turn as a repetition of her symbolic noise in line 097.

Further investigation of this fragment provides possible explanations regarding the success of the RTS. Once T has gained EA's eye contact, eye contact is maintained throughout the RTS. The turn design begins with T attempting to gain EA's attention verbally and non-verbally, then producing a symbolic noise to imitate a cow as well as using gesture (line 095-097). EA responds in line 098 by imprecisely repeating T's symbolic noise and accurately imitating her gesture. T accepts EA's repetition and imitation both verbally and non-verbally, then repeats symbolic noise and gesture.

## **4. DISCUSSION**

### **4.1 Introduction**

This chapter will discuss the main themes developing from the analysis and discuss relevant literature relating to these and other themes which developed from the data. A comparison between time periods one and two will be made, regarding these themes as well as a comparison between EA and typically developing children. Conclusions will then be drawn with regard to the use of repetitions in facilitating early language development and possible implications for professionals working with deaf children.

### **4.2 Comparison of Time Period One and Time Period Two**

#### **4.2.1 Theme 1. *The sequential context in which repetition turn sequences occur.***

At TP1 there were more sequential contexts in which RTS's occurred and all were initiated by T (see Analysis Chapter, 3.2). Reasons for this may include complexity of the task<sup>11</sup>. In TP1, the task was cognitively very complex due to the number of objectives set by T, as explained in section 3.2 of Analysis Chapter. The variety of sequential contexts in which RTS's were constructed may reflect this complexity and EA's demonstrable lack of understanding regarding the task.

In TP2, EA understood the task early on in the activity, showing his understanding of labels provided, by repeating and/or imitating T's prior turn. Hence, 22 of the 23 constructed RTS's occurred within a labelling sequence. One exception to this is an elicited repetition, taking place at the beginning of the activity. The elicited response (located in 1:1, appendix 6.4, pages 100-101) allows T to explain her objectives to EA, e.g. to use his voice to repeat

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<sup>11</sup> See Analysis Chapter, Section 3.2 for more details.

T's turns). EA initiated three RTS's within labelling sequences. EA's ability to initiate identifies he is able to take a more active role in conversation, by TP2, in which he requests verification from T (Ochs-Keenan, 1977).

#### **4.2.2 Theme 2. *How child and teacher turns are designed, regarding verbal and non-verbal elements.***

In both time periods, EA frequently repeated and/or imitated T's prior turns when designed verbally and non-verbally ('V + NV'). For example in TP1, on four of five occasions EA repeated and/or imitated T's 'V + NV' turns. In TP2, when T designed the first turn 'V + NV', EA responded to all 11 turns by repeating and/or imitating T. In TP2, T designed more of her initial turns using 'V + NV' communication which may have increased EA's ability to repeat and/or imitate her.

When T designed initial turns using verbal ('V') communication only, EA rarely responded using repetition or imitation. In TP1, T initiated RTS's on seven occasions using 'V' only and EA repeated and/or imitated in only two of these. In TP2, T initiated RTS's using 'V' on three occasions, EA responded to two of these turns by repeating/imitating T. Lynas (1994) argues that verbal communication alone is limiting for a deaf child due to lip-reading demands.

EA initiated three RTS's, in TP2, which were designed using 'V + NV' or 'NV' only. In both time periods, RTS's initiated using 'NV' (by either T or EA) more frequently resulted in successful RTS's. Harris and Chasin (2005) claim deaf children achieve contingent naming when nonverbal cues are seen through a visual channel.



#### **4.2.3 Theme 3. *Mutual attention between participants during a repetition turn sequence.***

In both time periods, successful RTS's occurred when T and EA shared mutual attention. For example, at TP1 in eight of the nine successful RTS's, T and EA shared mutual gaze and in one successful RTS, T and EA mutually attended to a book. Marschark and Spencer (2003) suggest visual accessibility of input is linked to vocabulary development. At TP2, there were 21 successful RTS's. This included 18 occasions when T and EA shared mutual gaze, one when T and EA mutually attended to the book and two when T and EA shared mutual gaze then mutually attended to the book.

In all unsuccessful RTS's, T and EA lacked mutual attention, which may account for EA not attempting to imitate and/or repeat T's prior turn. Therefore, gaining visual attention appears to be crucial in the development of successful early communication in deaf children (Harris, 2000). Davis and Mencher (2004) state that visual attention is highly significant in the successful use of language by deaf children and their communicative partners.

#### **4.2.4 Theme 4. *Accuracy of EA's repetitions/imitations.***

At both time periods EA made accurate and imprecise imitations of T's prior turns. For example, in TP1 EA imitated seven of T's turns. Five were accurate, and two imitations were imprecise. In TP2 EA imitated 13 of T's prior turns, 12 were accurate and one was imprecise.

EA attempted to repeat T in both time periods. In TP1, EA repeated four of T's prior turns, all of which were imprecise. EA frequently used vowel sounds to repeat T's prior turns. Harris (1990) states that since vowels are delivered at higher intensities than consonants, deaf children are likely to hear more vowels

than consonants. This may explain why EA frequently vocalised vowel sounds in repetitions. In TP2, EA attempted to repeat 13 of T's prior turns and all were imprecise. EA's use of pitch and articulation of plosives was imprecise. Lynas (1994) claims that information offered through lip-reading is limited, for example, some sounds look alike such as 'p', 'b' and 'm' - this may explain EA's imprecision.

EA made more attempts to imitate and/or repeat T's prior turns in TP2, with more frequent repetitions made in TP2. It is clear at the beginning of the activity (in TP2) that T wants EA to vocalise, as is evident in Figure 32; lines 095-099.

Figure 12: Fragment 1:1, TP2 (see appendix 6.4, pages 100-101)

	091	T	It's a cow
	092	EA	((points and looks at plastic egg and shakes head at T))
	093	T	[no egg [((points to plastic egg and looks at EA))]]
	094	EA	((shakes head, looks at book and closes flaps on page))
→	095	T	no [Edgar ] you can do this [((taps EA's arm))]
→	096		Edgar ((taps book, taps EA's arm)) goes
→	097		[/mu/:::: [((holds hand on neck))]]
→	098	EA	[/bu/:::: [((holds hand on neck))]]
→	099	T	[Yeah ] (0.2) [/mu/::: [((nods at EA))] [((holds hand to neck))]
	100	EA	/pɔ:/::
	101	T	Yeah [good boy [((thumbs up))]]

At both time periods, T did not correct EA or request that he correct his imprecisions. Tarplee (1993, cited in Hutchby and Moran-Ellis, 1998) claims that, in conversation, adults do not tend to correct the linguistic features of children's talk. During one RTS in TP1, (9:11, appendix 6.3, page 95) T altered her homesign to closer approximate an imprecise imitation made by EA in the previous turn.

Comparisons of TP1 and TP2 have now been discussed and the following section will investigate a comparison between EA and typically developing children.

### 4.3 Comparison of EA to Typically Developing Children

#### 4.3.1 The use of repetition in adult-child conversation

Repetitions are used by typically developing children to convey self affirmation, joint attention, conversation boundaries, understanding and taking a turn (Ochs-Keenan, 1977; McTear, 1978; Ryan, 1973, cited in Campbell and Smith, 1978; Piaget, 1959, cited in Campbell and Smith, 1978). Radford and Tarplee (2000) and Willcox and Mogford-Bevan (1995) found children with pragmatic difficulties used repetition to generate and manage topic. Hwang and Windsor (1999) found typically developing children and children with Down's Syndrome used repetitions to take a turn in conversation. EA uses repetitions and imitations to accomplish similar things. For example, in Figure 13, fragment 3:3, TP1 (see appendix 6.3, pages 82-84 for whole bout) EA displays self-affirmation, understanding and joint attention by attempting to repeat and imitate a label supplied by T, which may support language learning (Kymissis and Poulson, 1990; Halliday, 1975 cited in Campbell and Smith, 1978).

*Figure 13: Fragment 3:3, TP1; An Example of The Use of Repetition By EA*

→	176	EA	<i>((Looks up at T))</i>
→	177	T	That's a [giraffe [ <i>((homesigns giraffe))</i> ]]
→	178	EA	[/w/:::: [ <i>((attempts to copy T's homesign for giraffe))</i> ]]
→	179	T	[Good boy giraffe [ <i>((taps EA on the arm then body, smiles and nods))</i> ]]
→	180	EA	<i>((Thumbs up and smiles at T))</i>

In Figure 14, EA uses repetition to take a turn but has not yet understood why T wants him to repeat her prior turns. This is commonly observed in typically

developing children (Schieffelin, 1985, cited in Gallaway and Richards, 1994).

*Figure 14: Fragment 2:2, TP1; An Example of EA Using Repetition To Take a Turn In Talk*

→	116		[ What's this? [ ((points to a picture in the book and opens mouth)) ]
→	117	EA	<u>((looks at T and imitates open mouth expression, smiling))</u>
→	118	T	[ What's that? [ ((raises hands, palms upwards)) ]
→	119	EA	<u>((imitates T's gesture - raises hands, palms upwards))</u>
	120	T	[ °hhh° [ ((looks at toys and back to EA)) ]

Boundaries within conversation are also conveyed. McTear (1978); Bruner (1977); and Keenan and Klein (1975, cited in Campbell and Smith, 1978) claim that repeating the preceding utterance of the other speaker, marks a boundary in the sequence. EA and T use repetitions and imitations, to signify the end of a bout, as is illustrated in Figure 15 below.

*Figure 15: Fragment 3:3, TP2; Example of Repetition Used to Signify The End of A Bout*

→	122	T	(2) It's a [ horse [ ((homesigns horse)) ]
→	123	EA	<u>[ /ə/..... [ ((imitates T's homesign for horse)) ]</u>
→	124	T	[ Horse yeah [ ((nods at EA)) ]

### **4.3.2 Age when children use repetitions in conversation**

Typically developing children who repeat utterances increase this activity until approximately 3;0 years (McTear, 1978; Ochs-Keenan, 1977), when repetitions are replaced by more complex procedures. Carpenter, Tomasello, and Striano (2005) state imitations are used by typically developing children as well as children with language delay and that the complexity of what children are able to repeat increases with age. EA uses repetitions and imitations in both time periods, at ages 3;3 and 3;7, suggesting his language is delayed compared to typically developing children. However, repetitions are more frequently used at TP2, indicating EA's spoken language is developing. Lederberg and Everhart (1998) and Harris (2000) reported that language development in young deaf children can be extremely delayed compared to hearing children of the same age.

### **4.3.3 Teacher comparisons**

Musselman and Hambleton (1990); Lloyd et al. (2001); Mahon (2003); McTear (1978); Ochs-Keenan (1977) all suggest that by designing turns as questions teachers exert control in conversations with children. Teachers may use questions to request displays of information<sup>12</sup> (Lartz, 1993). Questions can also be used to draw attention to a topic, such as 'what's that?' (Halliday, 1975, cited in Campbell and Smith, 1978). Evidence of this is seen in talk between EA and T. Figure 16 identifies T using questions to request displays of information and focus EA's attention on a particular topic. When EA does not answer appropriately T reformulates her question, a characteristic often seen when adults talk to hearing children (Ochs-Keenan, 1977).

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<sup>12</sup> Displays for information refer to questions asked which the speaker already knows the answer to. The question is asked to acknowledge whether or not the communicative partner knows the answer.

Figure 16: Use of Questions By T, Bout 1, TP1

074	T	[°h h h h° ] (0.5) [what's that? ] [ ((surprised)) ] [ ((points to picture of tiger in book)) ]
075	EA	((looks up at animal toys, nods and smiles))
076	T	°h h° [which one? ] [ ((looks and points at animals then at EA)) ]
077	EA	(0.8)
078	T	[ Which one is that? ] [ ((looks at EA whilst pointing to toys)) ]
079	EA	((looks up at T))
080	T	[ Which one? ] [ ((homesigns which and looks at EA)) ]
081	EA	((looks down at book))
082	T	[ What's that? ] [ ((points at picture of tiger in the book)) ]
083	EA	((Looks at picture of tiger T points to))
084	T	Whose [ tongue ] [ ((touches tongue)) ]
085		is [ that? ] [ ((points to picture of tiger)) ]

As was stated in the Introduction chapter, an important way of facilitating language development is through child-directed-speech (CDS) (Spencer and Marschark, 2005; Wood et al, 1986; Gallaway and Woll, 1994). Adults tend to respond to children by talking about what the child is looking at, therefore making what they do contingent upon their interpretation of what is in the child's mind. T used CDS when RTS's were unsuccessful, attempting to interpret what EA was looking at or doing to facilitate language rather than persist with eliciting repetition. This was often accomplished using verbal and non-verbal communication, as illustrated in Figure 17.

*Figure 17: Fragment 22:15, TP2; Example of CDS Used By T Following An Unsuccessful Repetition Turn Sequence*

313	T	the sheep goes [ /ba/::: ]
314	EA	[ ((holds up two fingers)) ]
315	T	There's [ two sheep [ ((holds up two fingers)) ] ]

This characteristic of CDS can also be explained as a ‘comprehension check’ (Farrar, 1990 cited in Gallaway and Richards, 1994). The adult presents an interpretation of the child’s utterance for verification. T uses ‘comprehension checks’ with EA, providing EA with verbal interpretations of his non-verbal communication.

T also supplies EA with labels when EA requests them, therefore acknowledging EA’s interests and attention. Davis and Mencher (2004) suggest, for typically developing children’s language development, following the child’s interests and attention are crucial.



#### **4.4 Conclusions**

The implications of this study are made with caution due to data being available from a single child-teacher data-set only. Fragments of data analysed are considered to be representative of the whole data-set, but it is not certain that generalisations can be made to interactions of these participants in other child-teacher contexts (Ridley et al, 2002) or to talk in other child-teacher data-sets, in similar contexts. Also, the teacher participating in this study was herself deaf, therefore data analysed cannot be generalised to hearing teachers. Despite cautions made, issues raised by this study are of concern to professionals working on language with deaf children

CA provides informative detail regarding deaf child-deaf teacher interactions with regard to the use of repetition in classroom interactions and the possible factors affecting the use of repetition in facilitating spoken language. This knowledge may help inform strategies for facilitating language in the classroom. In particular, it may encourage reflection regarding the importance of mutual attention during interaction as well as designing turns verbally and non-verbally when initiating RTS's.

The insight offered into how RTS's were constructed as well as factors implicated in constructing successful RTS's may also help inform strategies for facilitating spoken language. Future areas of research suggested include: examining RTS's in first language English deaf children; larger studies with deaf children:deaf teacher dyads; sampling of teacher:child dyads over a longer period of time to investigate language development through the use of repetitions.

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## **6. APPENDICES**

### **6.1 Naturalistic Teaching Approach**

The naturalistic teaching approach consists of several teaching interventions which facilitate features of parent-child interactions. These include “incidental language teaching”, “milieu teaching”, and “responsive interaction” (Kaiser, Hancock and Hester, 1998). Each approach is different but all have the same principles which include meaningful conversation being the basis for language acquisition, receptiveness to the child’s language use, e.g. following the child’s lead, expansions, modelling, environmental setting, and everyday life experiences as the context for language learning (Kaiser et al., 1998).

Kaiser et al. (1994 and 1996, as cited in Spencer, P.E. and Marschark, M.) conducted several studies relating to the effectiveness of naturalistic teaching approaches with a range of children with communication difficulties and their parents. They frequently found parents were applying naturalistic approaches effectively and that these approaches were effective in supporting language development. Byrne (2000) studied the effect of parent- and teacher-implemented naturalistic approaches in supporting spoken language development in a primary-school child with severe-profound hearing loss. Four naturalistic approaches were implemented in three teaching conditions: teacher only, parent only, combined teacher and parent implementation. It was found that the child was more likely to achieve the language objectives in spontaneous language when implemented by the parent or in combination with the teacher, however under the teacher only condition, language teaching was less effective.

## 6.2 Key to Conversation Analysis notation

Based on Beeke and Wilkinson (2000):

- [ a large left-hand bracket links an ongoing utterance with an overlapping utterance
- [ or non-verbal action at the point where the overlap/simultaneous non-verbal action begins
- ] a large right-hand bracket marks where overlapping utterances/simultaneous
- ] non-verbal actions stop overlapping
- = marks where there is no interval between adjacent utterances
- (.) indicates an interval of tenth of a second or less in the stream of talk
- oh: an extension of the sound or syllable it follows (more colons prolong the stretch)
- . indicates a stopping fall in tone, *not necessarily the end of a sentence*
- ? indicates a rising inflection, *not necessarily a question*
- ! indicates an animated tone, *not necessarily an exclamation*
- but- a single dash indicates a halting, abrupt cut off to a word or part of a word
- ↑↓ marked rising and falling shifts in intonation are indicated by upward and downward pointing arrows immediately *prior* to the rise or fall
- stress underlining indicates emphasis
- °no° degree signs indicate a passage of talk which is *quieter* than surrounding talk

TALK capital letters indicate talk delivered at a *louder volume* than surrounding talk

h,heh indicates discernable aspiration or laughter (the more hs the longer the aspiration)

fu(h)n h in single brackets marks discernable aspiration or laughter *within* a word

°h discernable inhalation (the more hs the longer the inhalation)

>talk< lesser/greater than signs indicate sections of an utterance delivered at a greater speed than the surrounding talk

[ yes double brackets represents a gloss or description of some non-verbal aspect of the

└((nods))talk, and is linked to the relevant section of talk with large brackets

/dOd/ unintelligible utterances are transcribed between slashes

—— broken underline in *bold* indicates speaker's gaze is directed at listener

→ (in *column 2*) alerts reader to which line contains the issue discussed in analysis

### 6.3 Conversation Analysis Transcription, Time Period One

Subject: EA

DOB.: 14/11/2001

Transcript Version: 1

Sample date: February 2005 age, 3;3

Transcribed sample length: 12 minutes 03 seconds

Counter times: Start 00.00.14 stop 00.12.03

EA and Teacher (T) are reading together.

All initials, names and places are pseudonyms

#### Key:-



**Start of a bout**



**Fragment containing a successful repetition turn sequence**



**Fragment containing an unsuccessful repetition turn sequence**

counter time	line no.	speaker	Talk	notes
00.00.14	001	T	oh look (3) [Edgar] ((wipes hand over book)) [((looks at EA))]	
	002	EA	((looks at T))	
	003		the fourth of February	
	004		[Seen this book ] [((taps book ))]	
	005	EA	((nods))	
	006	T	now [look first ] we'll have a look at some animals [((signs look))]	
	007		[Look at this one ] [((T takes out toy giraffe from a bag and holds it up))]	EA looks at the toy giraffe T is holding



028		[That's ] the [ ((points to toy lion)) ]	EA looks at toy lion when T points to it
029		[ lion ] [ ((points to picture on the front of the book)) ]	EA looks at the book when T points to it
030	EA	((looks at toy lion, then the book then at T and smiles))	
031	T	[ Yeah it's a lion ] it goes [ ra::: ] [ ((smiles and nods at EA)) ] [ ((imitates lion)) ]	EA nods at T whilst looking at her
032	EA	((Smiles and looks up at T))	
033	T	[ You do that ] [ ra::: ] [ ((points and looks at EA)) ] [ ((imitates lion)) ]	
034	EA	((Smiles at T and raises arms slightly then lowers them and looks down))	
035	T	°hhh° [ put him here ] [ ((puts down toy on table)) ]	
036		((takes toy crocodile from bag))	EA looks at T when she says 'this one'
037		[ This one ] [ ((holds toy crocodile near EA's face)) ]	
038	EA	((looks at T, smiling, then at toy crocodile))	
039	T	[ °hhh° ] [ ((open mouthed, looks at EA)) ]	
040	EA	((smiles, then looks down at front of book on table))	
041	T	[ That's a crocodile ] [ ((puts down toy crocodile then homesigns crocodile)) ]	
042	EA	((looks down at toy crocodile and moves in chair))	
043	T	[ You do that ] [ crocodile ] [ ((lifts up EA's hands)) ] [ ((helps EA sign crocodile)) ]	
044	EA	((homesigns crocodile))	T signs crocodile at the same time EA continues to sign crocodile
045	T	[ Crocodile ] yeah it goes [ ((homesigns crocodile)) ]	
046		[ snap snap snap ] [ ((homesigns crocodile)) ]	EA continues to sign crocodile
047	EA	((homesigns crocodile))	



00.02.00	048	T	Good [put him there [ <i>((puts toy down on the table</i> ] <i>((pulls toy elephant out of the bag))</i> ]	
	049			
	050		[°hhh° [ <i>((holds up toy elephant toward EA and looks at him))</i> ]	
	051	EA	<i>((looks at toy elephant, homesigns crocodile and looks up at T))</i>	
	052	T	[The elephant [ <i>((homesigns elephant))</i> ]	
	053	EA	[°kh° [ <i>((homesigns elephant))</i> ]	
	054	T	Yeah it goes [wu:::! [ <i>((homesigns elephant))</i> ]	
	055	EA	<i>((attempts to imitate T's homesign for elephant))</i>	T is looking at EA
	056	T	[The elephant [ <i>((smiles at EA))</i> ]	
	057	EA	<i>((nods and smiles at T))</i>	
	058	T	[yeah put him here [ <i>((puts down toy elephant))</i> ]	
	059		<i>((pulls out a toy bear from the bag))</i>	
	060		[The bear [ <i>((holds up toy bear toward EA))</i> ]	EA is looking at toy bear
	061	EA	<i>((smiles and nods))</i>	EA is looking at toy bear
	062	T	<i>((puts toy bear on table, puts books on the floor, then pulls out a monkey toy from the bag))</i>	
	063		Here's the [monkey [ <i>((holds up toy monkey))</i> ]	EA looks at toy monkey
	064	T	<i>((pulls out toy snake from bag))</i>	
	065		and the [snake [ <i>((holds up toy snake))</i> ]	
	066	EA	<i>((Looks at snake toy then looks up at T))</i>	
	067	T	The [s:::nake [ <i>((homesigns snake toward EA's face))</i> ]	
	068	EA	<i>((Leans forward and touches toy snake))</i>	
	069	T	[s:::nake [ <i>((homesigns snake toward EA's face))</i> ]	
	070		<i>((pulls out toy parrot from bag))</i>	

071 [and there's a parrot ] ((puts bag on floor))  
 [((holds up toy parrot))]

### Bout 1: lines 072 - 115

072		[Have a look ] [((opens book))]	EA is looking at tiger toy
073	EA	((Looks at page in book))	
074	T	[°hhhh° ] (0.5) [((surprised))]	EA is looking at the book
075		[what's that? ] [((points to picture of tiger in book))]	EA is looking at the book
076	EA	((looks up at animal toys, nods and smiles))	
077	T	°hh° [which one? ] [((looks and points at animals then at EA))]	EA is looking at the toys
078	EA	(0.8)	Pause attributable to EA
079	T	[Which one is that? ] [((looks at EA whilst pointing to toys))]	EA is looking at the toys
080	EA	((looks up at T))	
081	T	[Which one? ] [((homesigns which and looks at EA))]	EA is looking at T
082	EA	((looks down at book))	
083	T	[What's that? ] [((points at picture of tiger in the book))]	EA is looking at book
084	EA	((looks at picture of tiger T points to))	
085	T	Whose [tongue ] [((touches tongue))]	
086		is [that? ] [((points to picture of tiger))]	EA looks down at the book when T points to the picture
087	EA	((looks at picture, points to picture then looks at T))	
088	T	[Which one? ] [((homesigns which, frowns and looks away from EA and toward at animal toys))]	EA is looking at T
089	EA	((points to animal toys and smiles at T))	
090	T	[Is it that one? ] [((smiles, nods and points to animal toys))]	EA is looking at toys

00.03.00	091	T	[ Is it this one? _((smiles, looks at EA and points at tiger toy)) ]	
	092	EA	((nods))	
	093	T	Is it the [ tiger? ] _((picks up toy tiger, looks at EA)) ]	EA is looking at tiger toy
	094	EA	_((raises hand to take tiger)) ]	
	095	T	((puts tiger toy next to book)) The t- (2)	
	096		Edgar ((taps EA's arm)) (1) ---	EA looks at T during pause
	097		The tiger -----	EA is looking at T
	098	EA	((smiles then looks down at book))	
	099	T	[ Look ] ((turns page in book)) _((looks at EA and smiles)) ]	EA is looking at the book
	100	EA	((points at picture, picks up tiger, points to tiger's paws and picture, then looks at T))	
	101	T	Is it the [ same? ] _((smiles at EA and nods)) ]	EA looks at T
	102	EA	((smiles and puts the tiger toy down))	
	103	T	The Tiger	EA looks at toy
	104	EA	((picks up toy tiger, points to tiger's tail in picture))	
	105	T	[ There's his tail ] _((points to picture)) ]	
	106		((draws with finger along tiger's tail in picture))	
	107		[ That's his tail ] _((draws finger along toy tiger's tail)) ]	
	108	EA	((points to tiger's tail in picture, then at toy tiger's tail, then smiles and nods at T))	
	109	T	[ His tail ] -----	
	110	EA	_((thumbs up gesture)) ]	

**Fragment 1:1, lines 111 – 113**

111	T	Go [ ra::::: _((imitates tiger movement with both hands)) ]	EA is looking at T
112	EA	((imitates T's gesture in previous line and opens mouth))	EA is looking at T
113	T	°hhhhh° [ ra::::: _((homesign tiger)) ]	EA is looking at T
114	EA	((puts toy tiger down on table and looks at book))	

115 T [Right leave him there ]  
 [((picks up toy tiger and moves it across table))]

## Bout 2: lines 116 - 163

### Fragment 2:2, lines 116 – 120

116 [What's this? ] EA looks at the  
 [((points to a picture in the book and opens mouth))]  
 picture T

117 EA ((looks at T and copies open mouth expression,  
 smiling)) EA is looking  
 at T

118 T [What's that? ] EA is looking  
 [((raises hands, palms upwards))]  
 at T

119 EA ((copies T's gesture - raises hands, palms upwards)) EA is looking  
 at T

120 T [°hhh° ]  
 [((looks at toys and back to EA))]

121 EA ((looks at toys then at T))

122 T Can you [get it? ]  
 [((grab gesture, points at EA, points at toys))]

123 EA ((points to toys and then looks at T))

124 T [You get it ] T looks at toys  
 [((guides EA's arm))]

125 EA ((Picks up toy parrot and [((looks at T)) ]

126 T [((T shakes head)) ]

127 [Is it the bird? ] (0.4)  
 [((takes toy from EA))]

128 [No ] (1)  
 [((shakes head, puts toy down))]

129 EA ((looks at toys and raises left hand slightly, palm  
 upwards))

130 T [Which one is it? ] (.) [Is it that one? ] EA looks at  
 [((picks up toy bear))]  
 [((puts toy bear down))]  
 bear

131 [Or this one? ] EA looks at  
 [((picks up toy elephant, puts it down next to toy bear))]  
 toys

132 [Which one? ] ((continues to point at toys)) EA looks at  
 [((points to both toys))]  
 toys

133 Which one? EA looks at  
 toys

134 EA ((raises left hand palm upwards, points to toy elephant  
 then looks at T))

00.04.00

135	T	°hhh° (.) [It's the elephant? [ <i>((smiles and points to elephant))</i> ]	
136	EA	[ <i>((nods))</i> ]	
137	T	[ <i>((picks up and moves toy bear))</i> ]	
138	EA	[ <i>((picks up toy elephant))</i> ]	
139	T	The elephant (1) -----	
140	EA	<i>((looks at T and smiles, still holding toy elephant))</i>	
141	T	[Look [ <i>((points to picture in book))</i> ]	
142	EA	[ <i>((looks down at book))</i> ]	
143	T	[The elephant [ <i>((looks up at EA))</i> ]	EA is looking at the book
144	EA	<i>((touches edge of page in book, still looking at the book))</i>	
145	T	Go [wu::::! [ <i>((homesigns elephant))</i> ]	EA is looking at the book
146	EA	<i>((looks at the pictures on the page in the book))</i>	
147	T	Have a [look [ <i>((gestures turning the page with one finger))</i> ]	EA is looking at the book
148	T	<i>((starts turning page in book))</i>	EA is looking at the book
149	EA	<i>((turns page points to elephants trunk in picture then at the toy elephants trunk several times and toy))</i>	
150	T	[Go wu::::! [ <i>((homesigns elephant))</i> ]	EA is looking at the book
151	EA	<i>((looks up and smiles at T))</i>	
152	T	[It's the same (.) It's the elephant [ <i>((nods and smiles))</i> ]	
153	EA	<i>((looks down at book and moves toy elephant along the book))</i>	
154	T	He's eating	
155	EA	<i>((moves elephant across the book, raises right hand slightly, palm upwards and continues to move toy elephant))</i>	
156	T	Are they his [feet [ <i>((points to toy elephants feet))</i> ]	
157	EA	<i>((moves elephant toy around the book, points to toy elephants feet then at elephant's feet in picture, then looks at T and smiles))</i>	
158	T	[The elephant [ <i>((nods at EA))</i> ]	



159 EA ((smiles and nods at T))

160 T Shall we put him [there? ]  
[ ((points to table)) ]

161 EA ((puts toy elephant on table))

162 T That's it

163 EA ((smiles at T))

### Bout 3: lines 164 - 207

164 T [ Good ] [ what's this? ]  
[ ((thumbs up)) ] [ ((points at picture in book)) ]

165 EA ((looks at animal toys on table))

166 T [ °hhh° what's that? ]  
[ ((looks at animal toys then at EA)) ]

167 EA ((looks at T))

168 T [ Which animal ]  
[ ((gestures with hands, palm upwards and circles them, looks at animal toys then at EA)) ]

169 EA ((points to animals then looks at T))

170 T [ Can you ] go and  
[ ((points at EA)) ]

171 [ get it ]  
[ ((points at toys, makes grab motion and nods at EA)) ]

00.05.00 172 EA ((leans forward, points to giraffe then looks at T))

173 T ((smiles )) [ Is it this one ]  
[ ((smiles and picks up toy giraffe)) ]

174 EA ((takes toy giraffe from T, points to picture of giraffe in book then strokes side of toy giraffe with finger and opens mouth))

175 T Good

176 EA ((looks up at T))

### Fragment 3:3; lines 177 – 179

177 T That's a [ giraffe ]  
[ ((homesigns giraffe)) ]

178 EA [ ɔ: ]  
[ ((attempts to copy T's sign for giraffe)) ]

179 T [ Good boy giraffe ]  
[ ((taps EA on the arm then body, smiles and nods)) ]

180	EA	<i>((thumbs up and smiles at T))</i>
181	T	[ Good ] [ <i>((thumbs up, smiles))</i> ]
182	EA	<i>((nods and smiles at T))</i>
183	T	[ Right shall we go and have a look ] [ <i>((imitates turning page with hand gesture))</i> ]
184	EA	<i>((turns away, holding toy giraffe, goes to put toy giraffe down then turns back and looks at T))</i>
185	T	[ Have a look ] [ <i>((takes toy giraffe from EA, puts it down, holds it))</i> ]
186	EA	<i>((turns page in book, picks up giraffe toy and places it on picture of giraffe in book))</i>
187	T	[ There he is ] [ <i>((smiles at EA))</i> ]
188	EA	<i>((lays toy giraffe down on page))</i>
189	T	[ There's a ↑ giraffe ]
190	EA	[ <i>((points at toy giraffe then at picture of giraffe))</i> ]

**Fragment 10:3; lines 191-197**

191	T	Yeah <i>((taps EA's arm))</i> Edgar ↑ giraffe
192	EA	<i>((looks down and sits back down on chair))</i>
193	T	<i>((taps EA's arm))</i>
194	EA	<i>((looks up at T))</i>
195	T	[ ↑ giraffe ] [ <i>((nods at EA))</i> ]
196	EA	<i>((smiles at T))</i>
197	T	[ giraffe ] [ <i>((homesigns giraffe))</i> ]
198	EA	<i>((looks up at T, then looks down at the book))</i>

**Fragment 11:3; lines 199 – 201**

199	T	<i>((taps EA's arm))</i> [ You do that? ] [ <i>((taps EA's body))</i> ]
200	EA	<i>((points at a picture in book))</i>
201	T	[ What's this? ] [ <i>((picks up giraffe toy and holds it close to EA))</i> ]
202	EA	<i>((looks at book, taps T's arm and points to picture in book and starts turning page in book))</i>
203	T	Yeah [ ah ] [ wait ] [ <i>((raises finger to air))</i> ] [ <i>((touches EA's hand))</i> ]

204 [wait  
[*((raises finger in the air))*]]  
205 EA (*((pulls book away from T))*)  
206 T [ahahahah look  
[*((pulls book toward herself))*]]  
207 EA (*((points to a picture in the book))*)

#### Bout 4: lines 208 – 268

208 T Okay let's have a look at [this one  
[*((points to different picture))*]]  
209 EA (*((looks up at T with open mouth))*)  
210 T [°hh° [What's that? ]  
[*((homesigns what))*] [*((open mouth))*]]  

---

211 (*((puts toy giraffe down))*)  
212 EA [ə  
[*((points to animal toys))*]]  
213 T (*((looks at EA then animal toys))*) [Can you get it ]  
[*((grab gesture))*]]  
214 EA (*((looks at book, then toys, points at one toy, looks at T))*)  

---

00.06.00 215 T [Is that this?  
[*((points at same toy EA points to, then looks at EA))*]]  

---

216 EA (*((looks at T, then at toy T is pointing to then back at T))*)  
217 T [No:::  
[*((shakes head))*]]  

---

218 EA (*((shakes head))*)  
219 T [This?  
[*((points to another animal toy and looks at EA))*]]  
220 EA (*((looks at animal toy T points to, looks at T, smiles and  
nods))*)  
221 T [Yeah  
[*((nods and smiles at EA))*]]  

---

222 [is it this one?  
[*((taps toy crocodile, looks at EA))*]]  
223 EA (*((smiles, looking down))*)  
224 T [The crocodile?  
[*((smiles and leans forward to pick up crocodile))*]]  
225 EA (*((smiles and nods, looks up at crocodile toy, leans  
forward to take crocodile toy from T))*)  
226 T Good



227	EA	<i>((puts crocodile toy down and points to a picture in book then at the crocodile toy then at the crocodile toys mouth))</i>
228	T	[That's his tail _((pointing to crocodile toys tail))]
229	EA	<i>((looks at toy))</i>
230	T	[That's his tail _((picks up toy and points at tail))]
231	EA	<i>((looks at toy's tail))</i>
232	T	<i>((points to picture of crocodiles tail in book))</i>
233		[That's his tail _((points to crocodile toys tail))]
234	EA	<i>((puts finger in toy crocodile's mouth))</i>
235	T	[°hhh° _((hand over mouth and looks at EA))]
236	EA	<i>((looks up at T, takes finger out of crocodile toy's mouth and waves fingers pulling a face))</i>
237	T	He'll [bite _((bite gesture with left hand))] you
238	EA	<i>(( 'bite' gesture and smiles at T))</i>
239	T	[°hhh° _((puts hand over mouth))]
240	EA	<i>((puts finger in crocodile toys mouth))</i>
241	T	[Ouch _(( 'bite' gesture))]
242	EA	<i>((smiles and looks up at T as he pulls his finger out, then puts his finger back in))</i>
243	T	[Ouch _(( 'bite' gesture))]
244	EA	<i>((lifts up crocodile toy and turns it round so that the mouth is by T's finger))</i>
245	T	<i>((puts finger in crocodile toy's mouth))</i>
246		[Ouch _((jumps in seat))]
247	EA	<i>((looks at T, pulls crocodile toy back and smiles))</i>
248	T	<i>((looks at EA))</i>
249	EA	<i>((looks at T then puts his finger into toy crocodile mouth and smiles))</i>
250	T	[Ouch _((waves finger and jumps))]
251	EA	<i>((looks at T then puts toy crocodile down))</i>

252	T	((looks at EA)) Have a look ((turns page)) °hhh°	
253	EA	((looks up and smiles))	
254	T	[It's the crocodile └((looks up and smiles at EA))┘]	EA moves in chair and looks down
255	EA	((picks up toy crocodile and puts it on a picture in the book))	
256	EA	ə ((points at a picture in the book, moves hand away quickly, 'bite' gesture and looks at T))	
257	T	°hh° [Ouch └(('bite' gesture and looks at EA))┘]	
258	EA	((puts finger in crocodile toys mouth, pretends the toy bites him and pulls finger away, turning to look at T))	

#### Fragment 4:4; lines 259 – 261

259	T	°hh° [ouch └(('bite' gesture and looks at EA))┘]	
260	EA	ə ((smiles then looks back down at book))	
261	T	((smiles at EA and nods))	
262	EA	((pretends crocodile toy bites his finger, looks at T))	
263	T	((looks at EA))	

#### Fragment 5:4; lines 264 – 266

00.07.00	264	EA	ə ə ---	
	265	T	((opens mouth wide and points at EA nodding))	
	266		[ouch └(('bite' gesture))┘] [good boy └((thumbs up))┘]	EA is smiling
	267		((picks up toy crocodile and moves it)) Good	
	268		[leave that there └((gestures pushing hand toward toy crocodile))┘]	

#### Bout 5: lines 269 – 317

269	T	[What's this? └((pointing to picture of a bear in the book))┘]	
270	EA	((opens mouth then looks up from book to T))	
271	T	((open mouthed, looks at EA)) [Someone's hand └((waves hand))┘]	EA is looking at book
272	EA	((looks down at book and points to picture))	

273	T	<u>[ Whose hand ]</u> <u>[ ((taps EA's hand)) ] ((moves 2 toys near EA))</u>	EA looks at T when she taps his hand, then at the toys
274	EA	((looks up at T))	
275	T	[ Whose hand ] (0.1) [ is that ] [ ((points to toys)) ] [ ((points to picture of bear)) ]	EA is looking at toys
276	EA	((looks at picture in book then at animal toys. Then at T. Shrugs with arms))	
277	T	[ Whose hand ] [ ((looks at EA and shrugs)) ]	
278	T	[ Whose hand ] [ ((looks at EA and shrugs)) ]	
279	T	[ Is it that one (.) d'you want to have a look ] <u>[ ((points to toy, then gestures turning the page)) ]</u>	Looks at EA and nods
280	EA	((nods head and smiles at T))	
281	T	Do you want to have a [ look? [ ((gestures to turn over page)) ]	
282	EA	((Picks up toy bear, puts it on book, points to toy bear's feet then to picture, looks up at T and shakes his head))	
283	T	[ Not the crocodile ] [ ((shakes her head and points to picture in the book)) ]	
284	EA	((shakes his head, smiles, moves toy bear round the book))	
285	T	Let's have a look	
286		((takes toy bear from EA and turns page and points to a picture, then at toy bear, then at picture in book))	EA follows T's pointing with eye gaze
287	T	[ yeah ] [ ((nods, smiling)) ]	
288	EA	((smiles, looks at picture, then nods))	
289	T	[ The bear ] [ ((smiles at EA and nods)) ]	
290	EA	((smiles and nods))	
291	T	[ ra:::::: ] [ ((gestures bear movement toward EA)) ]	

292 EA ((points to picture of bear in book, then looks up at T))

293 T [There's his hand ]  
[ ((points to toy bears feet)) ]

294 EA ((looks at toy))

295 T [Edgar ]  
[ ((taps EA on arm and body)) ]

296 EA ((looks down at picture book))

297 T ((taps EA on arm)) Edgar

298 EA ((looks up at T))

#### Fragment 12:5; lines 299 – 301

	299	T	It goes [ra:.....] [ ((gestures bear movement with both hands)) ]	
	300	EA	((smiles, looks at toy bear, points to it then looks at T and smiles))	
	301	T	[this one ] [ ((points to picture of bear picture in book)) ]	
	302	EA	njə ((smiles and looks at picture))	
00.08.00	303	T	((taps EA's arm)) [eh ] [yeah ] [ ((looks at EA)) ] [ ((smiles)) ]	EA looks at T when arm is tapped
	304	EA	((points to a picture in book))	
	305	T	He goes [ra:.....] [ ((gestures bear movement with left hand)) ]	
	306	EA	((points at toy bear and picture in book))	

#### Fragment 13:5; lines 307 – 309

	307	T	[Can you do that? ] [ ((picks up toy bear)) ]	
	308	EA	((looks at bear toy, opens and closes mouth))	
	309	T	Is that a [bumble bee ] [ ((gestures opening and closing hand)) ]	
	310	EA	((looks at T))	
	311	T	Is that a [bumble bee ] [ ((flaps both hands)) ]	
	312	EA	[ə ] [ ((points to a picture in book)) ]	
	313	T	[This ] yeah bz:..... [ ((points to same picture)) ]	
	314	EA	[I haven't got that here ] [ ((moves arm across toys)) ]	
	315	EA	((looks at toy animals, then looks up at T))	

316 T Haven't got that ((picks up toy bear and moves it))  
 317 EA ((looks at toy bear then at T))

**Bout 6: lines 318 – 345**

318 T [what's this?]  
 [((points to a picture in book))]  
 -----  
 319 EA ((looks at picture, smiles and looks at T then looks at toy animals))  
 320 T [what's this?]  
 [((points to picture of a snake in the book))]  
 321 EA ((points to toy snake and looks at T))  
 322 T ((opens mouth and looks at toy snake))  
 -----  
 323 [get it]  
 [((gestures grabbing with hand))]  
 -----  
 324 EA ((picks up toy snake))  
 325 T °hhh°  
 326 EA ((puts snake on book - points to picture as he lays snake toy on top of the book, then looks at T))  
 327 T Is that the [snake]  
 [((gestures snake by wiggling hand))]  
 -----  
 328 EA ((looks down at book and toy snake))  
 329 T [sh:::.....]  
 [((gestures snake by wiggling fingers along))]  
 330 EA ((lays snake toy on top of book))  
 331 T The snake  
 332 EA ((wriggles toy snake along book and onto table, then looks up at T))  
 333 T [sh:::.....]  
 [((wriggles toy snake along table))]  
 -----  
 334 EA ((smiles and looks at toy snake))  
 335 T ((looks at EA)) The snake ((moves toy snake across table))  
 336 Do you want to have a [look  
 [((points to a picture in book))]  
 337 EA ((leans forward to pick up toy snake then toy monkey, then looks at T))

EA stops looking at T and looks at toy snake moving on table



00.09.00

338	T	((turns page in book)) °hhh°
339		[there he is (0.2) the snake ] [((points to picture of snake))]
340	EA	((opens mouth wide and looks at picture T is pointing to))
341	T	[The snake ] [((looks at EA))]
342	EA	((looks at T and raises left hand slightly, palm upwards))
343	T	[The snake ] [((nods)) ]
344		[There ] ((pushes snake away)) [((points to snake toy))]
345	EA	((looks at toy snake))

#### Bout 7: lines 346 – 375

346	T	[What's this one here? ] [((points to a picture in the book))]
347	EA	((looks down at book and points to a different picture))
348	T	((taps picture she is looking at)) What's this one
349	EA	((looks at picture T points to and opens mouth wide, closes mouth, smiles and looks at T with lips between teeth))
350	T	Which one? ((moves 3 toys closer to EA))
351	EA	((looks at toys, then shakes head and looks at T))
352	T	[Is it this one ] [((points at toy monkey)) ]
353	EA	((looks at toy monkey, then looks at T))
354	T	Is it a monkey [is it a monkey ] [((imitates a monkey))]
355	EA	((points to toy monkey, then pulls back hand and looks at T smiling))
356	T	Is it the monkey? [Is it this one? ] [((nods and raises eyebrows)) ]
357		[Let's have a look ] [((picks up toy monkey and moves it closer to EA))]
358	EA	((picks up toy monkey and puts it on the book, frowns and looks at T))

EA looks at  
toys as T  
moves them

- 359 T Turn over ((turns page, points to a picture, smiles at EA))
- 360 EA ((smiles, puts toy monkey down on book))
- 361 T [m::: ]  
[((nods))]
- 362 EA ((points to a different picture from T then at toy monkey then at the picture))

#### Fragment 6:7; lines 363 – 370

- 363 T Good yeah
- 364 [and this goes u u u u u ]  
[((takes toy monkey from EA, holds near face))]
- 365 EA ((looks down at book, then looks at T, lifts right arm))
- 366 u:::
- 367 T ((smiles and nods) [Yeah ]  
[((taps EA's arm, nods, thumbs up))]
- 368 [good ] [you ]  
[((thumbs up)) ] [((points to EA))]
- 369 [did that ]  
[((points to toy monkey))]
- 370 [u u u u u ]  
[((points to EA))]

- 371 EA ((looks down and turns page in book, looks up at T))
- 372 T [°hhh° (0.8) ] what happened there  
[((hand to mouth))]
- 373 ((turns back a page in book) [look ]  
[((points to a picture))]
- 374 ((puts down toy monkey, still holding point on picture))
- 375 EA ((looks at toy monkey T has put down on table))

#### Bout 8: lines 376 – 414

- 376 T [What's this? ]  
[((holds point on picture))]
- 377 ((moves two animal toys over))
- 378 ((points to toy parrot, still holding point on picture))
- 379 EA ((points to toy parrot then looks at T))
- 380 T ((looks at EA and smiles))

00.10.00	381	EA	[You think it's a bird? ] [ <i>((points at toy parrot, smiles, looks at EA))</i> ]	EA looks down at toy parrot
	382	EA	<i>((nods, picks up toy parrot, points to a picture in book then at toy parrot, then at same picture in book))</i>	
	383	T	I think that's his eyes (0.6) the bird's eye	EA looks at picture
	384	EA	<i>((looks up at T and smiles))</i>	
	385	T	[His eye ] [ <i>((points to own eye))</i> ]	
	386	EA	<i>((looks at T and points to own eye))</i>	
	387	T	<i>((nods))</i> [yeah ] [ <i>((smiles))</i> ]	
	388	EA	<i>((points at the picture then at own eye))</i>	
	389	T	[Shall we have a look? ] [ <i>((points at book and smiles at EA))</i> ]	
	390	EA	<i>((looks up at T and smiles))</i>	
	391	T	<i>((smiles at EA))</i> have a look <i>((starts turning over page))</i>	
	392	EA	<i>((finishes turning page))</i>	
	393	T	[°hhh° ] [ <i>((looks at EA))</i> ]	
	394	EA	<i>((looks up at T and smiles))</i>	
	395	T	[There's the bird ] <i>((looks at EA))</i> [ <i>((points to picture in book))</i> ]	
	396	EA	<i>((puts toy parrot on book then points to two pictures on page, then looks at T))</i>	

#### Fragment 14:8; lines 397 – 400

397	T	[A bird goes ] (1) [ <i>((takes toy parrot from EA))</i> ] ----	EA looks at other animal toys
398		kwa:k <i>((holds toy parrot next toy mouth))</i>	
399	EA	<i>((looks down at book))</i>	
400	T	<i>((puts hand over book that EA is looking at))</i>	
401	EA	<i>((looks up at T))</i> [gəu [ <i>((taps T on hand and looks up at T))</i> ]	

#### Fragment 7:8; lines 402 – 404

402	T	[kwa:k ] [ <i>((holds toy parrot next to mouth))</i> ]	
-----	---	---	--



403	EA	((points at T's face, opens mouth wide))	
404	T	kwa:k ((nods, holding toy parrot next to mouth))	
405	EA	((smiles at T then looks down at book))	T still has hand on book
406	T	kwa:k ((nods))	
407	EA	((looks at book, smiling))	
408	T	((gives toy parrot to EA by holding it in front of his face))	
409	EA	((looks up at toy parrot and takes it from T, smiling))	
410		((puts toy parrot on book and moves it around))	
411	T	kwa:k	
412	EA	((moves toy parrot around the book, then puts it to one side, moves it and places it in another position on the table, looks up at T and smiles))	
413	T	((nods and smiles)) Good boy	
414	EA	((turns back to toy parrot, puts it down on table, turns back to look at book))	

#### Bout 9: lines 415 – 446

415	T	°hhh° [what's next? [((holds out hand, palm upwards, looks at EA))]
416	EA	((smiles, points to lion toy then looks at T))
417	T	The lion
418	EA	((looks down at book then back at T, smiling))
419	T	°hh° [ra:..... [((imitates lion roaring))]
420	EA	((smiles, looks down at book then back at T))
421	T	[°hh° ] [You want to have a look? ] [((nods))] [((gestures turning the page))]
422	EA	((looks at toy lion, picks it up and looks at T))
423	T	((nods)) Let's have a [look [((points at book))]
424	EA	((starts turns over page then looks up at T))

#### Fragment 8:9; lines 425 – 427

00.11.00	425	T	((finishes turning page)) °hhhh° (0.2) gr:.....
----------	-----	---	---

426	EA	((looks at T then opens mouth wide and looks at picture))	
427	T	ra:::	
428	EA	((looks at picture, then turns page looks up at T with open mouth))	
429	T	°hhh° (1) [he's gone] (1) [((flaps both hands))]	EA is looking at T
430		[he's gone] [((flaps both hands))]	
431	EA	((looks down at book with mouth open, points at a picture, looks at T and raises both hands slightly, palm upwards))	
432	T	°hh° ((points at same picture)) where's he gone	EA looks at picture T points to
433		look ((lifts flap on page in book)) is he under here	
434	EA	((lifts flap in book then opens mouth wide))	
435	T	((taps picture)) there he is	
436	EA	((nods and smiles looking at picture, then looks up at T))	
437	T	((nods and smiles at EA)) the lion	
438	EA	((nods and smiles))	

#### Fragment 15:9; lines 439 – 444

439	T	((moves hand toward toy lion))	
440		[It goes [((takes toy lion from EA's hand))]	
441	EA	ə ə ((taps T on arm))	
442	T	[ra::: [((holds toy near face))]	
443	EA	((looks down at book and puts hand on a picture, then looks up at T and lifts right hand slightly, palm upward))	
444	T	((points to toy lion T is holding)) [Finish [((homesigns finish))]	
445	EA	((looks at page in the book and moves in chair))	
446	T	Book's finished	

#### Bout 10: lines 447 – 458

447	EA	((points to picture of snake in the book, then looks at T))	
-----	----	---	--

448	T	[The snake [ <i>((gestures snake by wiggling fingers toward EA))</i> ]]
449	EA	[ <i>((picks up toy snake and put sit on book</i> ] then points at toy snake and a picture in the book))
450	T	[sh::: ] [ <i>((homesigns snake))</i> ]
451	EA	<i>((looks up at T and smiles then looks at toy snake))</i>

**Fragment 16:10; lines 452 – 455**

452	T	<i>((picks up snake and put it on book))</i> it goes
453		<i>((taps toy snake))</i> sh::::
454	EA	<i>((looks at toy snake, nods, then lifts flap on page and puts toy snake on the picture under the flap, shakes head and looks up at T))</i>
455	T	[m::: ] [not the snake [ <i>((shakes head, looks at EA))</i> ] [ <i>((points to the picture))</i> ]
456	EA	<i>((looks at toy snake and picture and points to both, then puts finger in toy snakes mouth and pulls finger away looking at T))</i>
457	T	Is that the same? -----
458	EA	<i>((moves toy snake away from the book))</i>

**Bout 11: lines 459 – 468**

459	T	<i>((helps move toy snake off book))</i> You've finished
460	EA	<i>((looks up at T and opens mouth))</i>
461	T	[look ] [ <i>((lifts up book))</i> ]
462	EA	<i>((picks up the book, closes it))</i>

**Fragment 9:11; lines 463 – 465**

00.12.00	463	T	[Finished [ <i>((homesigns finish))</i> ]]
	464	EA	<i>((twists one hand, holds book in other hand))</i>
00.12.03	465	T	[Finish [ <i>((raises hands, palms upwards, smiling at EA))</i> ]]
	466	EA	<i>((smiles at T))</i>
	467	T	[Good boy ] [ <i>((thumbs up))</i> ]
	468	EA	<i>((smiles and nods at T))</i>



#### 6.4 Conversation Analysis Transcription, Time Period Two

Subject: EA

DOB.: 14/11/2001

Transcript Version: 1

Sample date: June 2005

Transcribed sample length: 09 minutes 15 seconds

Counter times: Start 00.00.00 stop 00.09.15

EA and Teacher (T) are reading together.

All initials, names and places are pseudonyms.

Key:-



**Start of a bout**



**Fragment containing a successful repetition turn sequence**



**Fragment containing an unsuccessful repetition turn sequence**

counter time	line no.	speaker	talk	notes
00:00:04	001	T	[Edgar (1) can we pull the chair in ] [ <i>((taps his arm))</i> ]	(EA looks at chair as T asks to pull the chair in)
	002	T	[Pull it in ] [ <i>((pulls chair in toward table))</i> ]	
	003	EA	<i>((stands up))</i>	
	004	T	Good boy (2) there (1) [let's have a look ] [ <i>((looks at floor))</i> ]	
	005	EA	[/mə/ ] [ <i>((leans across table and points at a book))</i> ]	

006	T	<u>[do you want to look at this one]</u> <u>[(looks at EA, points at book)]</u>	
007	EA	((nods and looks at T))	
008	T	<u>Do you want to have a look at a</u>	
009		<u>[book?]</u> <u>[(gestures opening book)]</u>	
010	EA	((nods and looks at T))	
011	T	↑Yeah (0.2) let's have a look	EA looks at books after T says 'Yeah'
012		<u>((removes chain from neck))</u>	
013	EA	((nods and looks at books))	
014	T	/ɜ:/	
015	EA	((points to a photo on the front of the book and looks up at T smiling))	
016	T	<u>[who's that?]</u> <u>[(points to same photo then raises left hand, palm upwards)]</u>	
017	EA	<u>((points at T))</u>	
018	T	<u>((points at self and looks at EA)) Miss Raggett</u>	EA looks down at book when T says 'Raggett'
019	EA	((smacks hand down on book, points to photo then to self and smiles at T))	
020	T	<u>[Is that you?]</u> <u>[(points to EA)]</u>	EA continues to point at himself and smiles
021	EA	((smiles and nods))	
022	T	<u>[You're-]</u> <u>[(points to the same photo EA has pointed to)]</u>	Interruption
023	EA	((points to a photo then looks at T, shakes head))	
024	T	A (0.7) Joseph [not here today] (1) <u>[(shakes head)]</u>	First pause is a word search pause
025		<u>[he's at home]</u> <u>[(gestures by waving hand away)]</u>	
026	EA	<u>[(looks back down at photos in the book)]</u>	
027	T	<u>[hm:::]</u>	
028	EA	((points to six photos, then to hits chest twice with fist and looks at T))	

00.01.00	029	T	[Edgar= [ <i>((points at EA))</i> ]] [=Edgar look [ <i>((points to a photo in book))</i> ]]	EA looks down at the book when T points to it
	030	EA	<i>((looks down at book and nods, then hits chest with fist and whilst nodding))</i>	
	031	T	<i>((taps EA's arm))</i> [are you eating [ <i>((gestures eating))</i> ]] (0.2)	
	032		[are you eating [ <i>((gestures eating))</i> ]]	EA is nodding whilst looking down at the book
	033	EA	[ <i>((looks at book, nods and starts to turn page))</i> ]]	
	034		<i>((looks at page, turns page, looks at T, frowns))</i>	
	035	T	[ɜ:	
	036		[/ə/ [ <i>((points to self))</i> ]]	
	037	T	Where's Edgar	EA is looking at the book
	038	EA	<i>((points to photo of self, looks at T and smiles))</i>	
	039	T	[Edgar [ <i>((looks at EA, nods head and taps photo twice))</i> ]]	EA looks down at the book as T looks at him
	040	EA	<i>((frowns, points at two photos then looks up at T))</i>	
	041		[/ə/ [ <i>((points to self))</i> ]]	
	042	T	[Edgar [ <i>((points to EA))</i> ]]	
	043	EA	[ <i>((looks at the book and points to a photo))</i> ]]	
	044		<i>((looks at T, frowns and points to self))</i>	
	045	T	No [you're not there] <i>((continues tapping photo))</i> [ <i>((taps photo))</i> ]	
	046		[you're here [ <i>((taps a different photo))</i> ]]	
	047	EA	<i>((nods, [points to 3 photos], points at last photo again then holds up 3 fingers and looks at T))</i>	
	048	T	[m::::]	
	049	T	Is there [three? [ <i>((holds up three fingers))</i> ]]	EA looks at T's fingers

050		[One two three] [ <i>((points to each photo with one, two then three fingers))</i> ]	EA is looking at the photos T points to
051	EA	<i>((turns page in book and smiles))</i>	
052	T	[Oh look [ <i>((points to photo))</i> ]	
053	EA	<i>((looks at photo, then smiles and looks at T))</i>	
054	T	You having a [drink [ <i>((gestures drinking with hand))</i> ]	
055	EA	<i>((looks up in front of him))</i>	
056	T	A cup of tea	
057	EA	<i>((smiles, looks at T and points at self))</i>	
058	T	<i>((smiles at EA))</i>	EA is looking at the book
059	EA	<i>((turns two pages in book, closing it, looks up at T and shrugs))</i>	
060	T	You've finished that was quick	
061	EA	<i>((reaches forward to another book on the table))</i>	
062	T	right <i>((points finger upwards and looks at EA))</i>	
063		I know what we're going to have a look at	
064		<i>((puts all books on the table onto the floor))</i>	
065		[Have a look at this one [ <i>((choosing a book from the floor))</i> ]	
066		[ <i>((puts a book on the table))</i> ]	
067	EA	[ <i>((looks under table at the books on the floor))</i> ]	
068	T	Edgar (1) <i>((opens book))</i> look at this one	EA looks at T then at book
069	EA	<i>((looks at the page in the book))</i>	
070	T	[There's a baby [ <i>((points to picture))</i> ]	
00.02.00	071	EA <i>((looks at the picture T has pointed to then points to T's hand))</i> ↑↓m:::	
	072	T Yeah <i>((opens hand, she is holding plastic egg in))</i>	
	073	look	
	074	EA <i>((looks at T, takes plastic egg from T's hand))</i>	
	075	T You've got to [look [ <i>((homesigns look))</i> ] for it	
	076	EA <i>((looks at T))</i>	
	077	T [Where is it? [ <i>((homesigns where, looking at book))</i> ]	
	078	EA <i>((looks at book, starts lifting page then looks at T))</i>	

079 T Can you [see] it  
[*((homesigns see))*]

### Bout 1: lines 080-101

080 EA *((looks at T and starts turning page in book, looks at T again))*

081 T Have a look

EA is still turning the page in the book

082 EA *((looks up at T, turns page, looks up at T))*

083 T Now [ *((homesigns where))* ]

084 EA [ *((opens flap in book))* ]

085 T I'll hold the egg *((takes plastic egg from EA))*

086 EA *((opens flap fully then looks at T))*

087 T [What's that] (2)  
[*((points at picture under flap))*]

088 EA *((looks down at picture T is pointing to and smiles, then looks at T))*

089 that's a [c] Interruption

090 EA [ /mjə / ]  
[*((points to same picture T pointed to))*]

091 T It's a cow

092 EA *((points and looks at plastic egg and shakes head at T))*

093 T [no egg]  
[*((points to plastic egg and looks at EA))*]

094 EA *((shakes head, looks at book and closes flaps on page))*

### Fragment 1:1; lines 095-101

095 T no [Edgar] you can do this  
[*((taps EA's arm))*]

096 Edgar *((taps book, taps EA's arm))* goes

097 [ /mu/:::: ]  
[*((holds hand on neck))*]

098 EA [ /bu/:::: ]  
[*((holds hand on neck))*]

099 T [Yeah] (0.2) [ /mu/:: ]  
[*((nods at EA))*] [ *((holds hand to neck))* ]



100 EA /pɔ:/:/  
 101 T Yeah [good boy ]  
 [((thumbs up))]

## Bout 2: lines 102-120

102 EA ((looks down, turns page and opens flap))  
 103 T oo:: [what's that ]  
 [((points to picture under flap))]  
 104 EA ((looks at T, turns back a page and lifts flap, then  
 looks at T))  
 105 T That's a cow  
 106 EA ((looks down smiling, turns page and lifts flap))  
 107 T ((points to picture under flap))  
 108 EA ((points to the same picture under flap and looks up  
 at T))  
 109 T That's a (0.7) [pig ]  
 [((homesigns pig))]  
 110 EA ((points to same picture again, points to plastic egg,  
 takes egg from T and puts it on the picture, lifts up  
 the egg then looks at T and smiles))  
 111 T [no eggs there ]  
 [((shakes head))]  
 112 EA [((shakes head))]  
 113 T No::: ((holds out hand toward EA))  
 114 EA ((looks down)) m:: ((gives the egg to T))

## Fragment 2:2; lines 115-120

115	T	Edgar [that one ] (0.4) Edgar [((taps picture under flap))]	EA is looking at the book
116		goes oink oink oink oink [oink ]	EA looks down at the book
117	EA	[/bə/ ]	
118	T	Oink oink oink oink oink	
119	EA	/u:/ /ə/ /u:/ [ /ə/ /u:/ /ə/ ]	
120	T	[Yeah ] oink oink oink oink oink [((thumbs up))]	

## Bout 3: lines 121-131

121 EA ((turns page, opens two flaps, looks at pictures under them, points to one of the pictures and looks at T))

### Fragment 3:3; lines 122-124

122 T (2) It's a [horse  
[((homesigns horse))]

123 EA [ /ə/:.....  
[((imitates T's homesign for horse))]

124 T [Horse yeah  
[((nods at EA))]

### Fragment 4:3; lines 125-128

125 goes click click [click click click click click  
[((taps hands on table))]

126 [click click click  
[((taps hands on table))]

127 EA ((points to picture)) /u:/ /ə/ [ /ə/ /u:/ /ə/ /u:/  
[((taps hands on table))]

128 T [click click click click]

129 Good (0.1) any [eggs there  
[((points to egg then picture))]

130 EA ((looks at T and shakes head))

131 T [No eggs  
[((raises left hand palm upwards, shakes head))]

### Bout 4: lines 132-143

132 EA ((shakes head whilst turning page, opens flap, points to picture under flap then looks at T))

133 T [What's that?  
[((points to same picture as EA in book))]

134 EA ((smiles and looks down, looks at T and nods his head))

135 T °hh° it's a DOG ((taps book with finger))

136 [Edgar] ((continues tapping book))  
[((taps book))]

137 [Edgar] (2) [It's a dog]  
[((taps book))] [((nods))]

138 EA ((looks at T))

### Fragment 5:4; lines 139-143

00.04.00	139	T	[Dog [ <i>((nods))</i> ]]	
	140	EA	/bə / =	
	141	T	=Goes /wu:/ /wu:/ /wu:/ [ /wu:/ /wu:/ ]	
	142	EA	[ /ə/ /u:/ m ]	
	143	T	<i>((looks at EA))</i> [ ye(h)ah(h) [ <i>((nods at EA))</i> ]]	Laughs through talk

### Bout 5: lines 144-164

144	EA	həh <i>((turns page in book, lifts the flap))</i>
145	T	°hhhh°
146	EA	<i>((looks up at T))</i>

### Fragment 6:5; lines 147-149

147	T	a::: it's (0.2) [ a::: a rabbit [ <i>((strokes picture under the flap))</i> ]]
148	EA	<i>((strokes picture of rabbit, smiling))</i>
149	T	[ stroke it [ <i>((strokes rabbit picture))</i> ]]
150	EA	<i>((looks up at T and smiles, still stroking the picture))</i>

### Fragment 7:5; 151-153

151	T	[ Rabbit [ <i>((homesigns rabbit with one hand))</i> ]]
152	EA	<i>((uses both hands to sign rabbit and looks down))</i>
153	T	Yeah <i>((points at EA))</i>

### Fragment 8:5; lines 154-158

154		[ he wiggles his nose [ <i>((touches nose and wiggles it))</i> ]]	
155	EA	<i>((looks at T, wiggles nose then looks down at book, lifts flap, touches picture))</i>	
156	T	(h)m(h)m(h)m	Laughter
157	EA	<i>((wiggles nose and looks at T))</i>	
158	T	<i>((wiggles nose))</i> [ wiggles his nose [ <i>((points to own nose))</i> ]]	
159	EA	<i>((looks down at book))</i>	



160	T	[Is there an egg [ <i>((holds out egg to EA))</i> ]]
161	EA	<i>((opens mouth and shakes head at T))</i>
162	T	[Egg [ <i>((points to egg))</i> ]] <i>((points to picture in book))</i>
163	EA	<i>((shakes head))</i>
164	T	No egg

### Bout 6: lines 165-182

165	EA	<i>((shakes head and turns page in book))</i>
166	T	Oh no
167	EA	<i>((opens flap in book, looks at picture [then at T]))</i>
168	T	[°hhh°]

### Fragment 9:6; lines 169-172

169	EA	[ə:.....] [ <i>((wiggles hand along the table))</i> ]
170	T	[yeah [ <i>((wiggles hand along table))</i> ]]
171		[/waek/ /waek/ /waek/ /waek/ /waek/] [ <i>((homesigns duck))</i> ]
172	EA	<i>((homesign for duck, opens and closes mouth))</i>

### Fragment 10:6; lines 173-175

173	T	[/waek/ /waek/ /waek/ /waek/ /waek/ /waek/ /waek/] [ <i>((homesigns duck toward EA's face))</i> ]
174	EA	[/abə /bə /bə /bə / [ <i>((looks up and homesigns duck toward T's face))</i> ]]
175	T	ə(h)ə(h)ə(h)ə/ °hh° you pinched my nose
176	EA	[ə(h)ə(h)ə [ <i>((reaches for plastic egg in T's hand))</i> ]]
177	T	<i>((opens hand holding plastic egg and points to egg))</i>
178	EA	<i>((points to plastic egg then raises arms and looks at T))</i>
179	T	[is there a duck? [ <i>((points to picture in the book))</i> ]]
180	EA	<i>((shakes head and frowns at T))</i>
181	T	erm <i>((points to plastic egg))</i> [egg [ <i>((shakes head))</i> ]] (0.3)

182 T [No eggs ]  
 [((raises both hands palm upwards))]

### Bout 7: lines 183-221

183 EA ((turns page, opens flap, looks at T and points with head toward the plastic egg T is holding))

184 T ((opens hand with plastic egg in it and nods)) yeah

185 oh ((points to plastic egg)) [I've ]  
 [((points to self))]

00.05.00

186 only got [one ]  
 [((holds up one finger))]

187 [egg ] (1)  
 [((points to plastic egg))]

188 [what's there? ]  
 [((points to picture under flap))]

189 EA [/jə/ ]  
 [((points to same picture as T))]

190 T ((Holds up one finger))

191 EA /ə/ ((points to plastic egg in T's hand))

192 T ((opens hand and points to plastic egg))

193 [That's one ]  
 [((hold up one finger))]

194 EA [/ə/..... ]  
 [((makes circle shape in the air with finger))]

195 T ((nods at EA))

196 [Egg ]  
 [((makes circle shape with finger, nods))]

197 yeah it's an [egg ] (0.8)  
 [((points to plastic egg))]

198 here ((points to a picture under the flap))

199 [look ]  
 [((points to picture under flap in book))]

200 EA ((looks at the picture and holds up two fingers))

201 T ° hhh° ((nods)) there's

202 [two eggs ]  
 [((holds up two fingers, nods))]

203 EA ((closes flap, looks at T, looks down at the book and turns the page then looks at T again))

204 T [o:::: ]  
 [((points to picture))]

205 EA [/ə ə/ ]  
 [((looks at T, frowns and shakes his head))]

206	T	[m::: ] [((rubs tummy))]
207	EA	((shakes head and points at plastic egg, then looks at T shaking his head))
208	T	((points to plastic egg))
209		[You don't like it? ] [((points at EA and shakes head))]
210	EA	[((shakes head)) ]
211	T	[I like ] [it ] [((points to self))] [((points to plastic egg))]
212		[m::: ] egg (0.4) [((rubs tummy))]
213		[put my bread in ] [((gestures dipping with hand))]
214		((gestures eating))
215		[m::: ] [((rubs tummy))]
216	EA	[((wags finger at T, points to egg, puts finger on tongue)) ]
217	T	[You don't like it ] [((holds finger on EA's arm))]
218	EA	((holds finger on tongue whilst shaking head then points to plastic egg and makes circle motion with finger toward T))
219	T	((nods head)) [m::: ] [((points to self))]
220		[I like it ]
221	EA	[((pushes book away and looks under the table))]

### Bout 8: lines 222-237

222	T	Edgar ((waves hand near EA's face))
223	EA	((Looks up at T))
224	T	[one more ] [((holds up one finger and nods))]
225	EA	((nods and looks at T))
226	T	[one more ] [((holds up one finger and nods))]
227	EA	((nods))
228	T	((puts book on floor)) [One more ] [((reaches to get a book))]



229 ((shows EA a book and smiles))  
 230 EA ((nods at T))  
 231 T [Yeah ] ((nods))  
 [((nods, smiles))]  
 232 you want to look at that one?  
 233 EA ((nods)) [ /ə/:..... ]  
 [((takes book, points at cover))]  
 234 ((looks up at T))  
 00.06.00 235 T What ((looks where EA is pointing))  
 236 EA ((Looks down at the book then at T frowning))  
 237 T [it's a sticker ]  
 [((gestures sticking with thumb))]

#### Bout 9: lines 238-244

238 EA ((turns page, looks at the picture, smiles at T))  
 239 T ((smiles)) [a:.... ]  
 [((points to the picture))]  
 240 EA ((looks at T and smiles))

#### Fragment 11:9; lines 241-244

241 T It's a DOG goes  
 242 [woof woof [woof woof woof woof woof ]  
 [((shakes body in chair))]  
 243 EA [ /u/:..... ]  
 [((shakes body in chair)) ]  
 244 ((turns page, tries to lift up picture then looks at T))

#### Bout 10: lines 245-253

245 T No [there's nothing there ]  
 [((rubs hand over the picture))]

#### Fragment 12:10; lines 246-249

246 [That's a ] [chicken ]  
 [((taps picture)) ] [((signs chicken))]  
 247 [chicken ]  
 [((signs chicken))]  
 248 EA ((imitates T's sign for chicken))  
 249 T Goes cluck cluck cluck cluck cluck cluck cluck  
 250 EA ((turns page in book then looks at T))

**Fragment 13:10; 251-253**

251	T	cluck cluck cluck cluck cluck cluck cluck
252	EA	/u:/ /ə/ /ə/ [ ((lifts flap in book)) ]
253	T	[ m::: ]

**Bout 11: lines 254-271**

254	EA	((Looks up at T with a wide open mouth))
255	T	((Looks at the picture under the flap in the book))
256	EA	((Closes flap and points to another picture)) /də/
257	T	[ What's in there ] [ ((points to flap)) ]
258	EA	((looks down at book))
259	T	((Lifts flap)) [ oh::: ] [ ((closes flap)) ]
260	EA	((Looks at T))

**Fragment 14:11; lines 261-265**

261	T	[ WOOF WOOF ] [ ((Lifts flap)) ]
262	EA	[ /əbəbə/ ]
263	T	[ ((Lifts flap)) ] ((closes flap))
264	EA	ə/ ((Lifts flap))
265	T	woof woof
266	EA	((turns back a page, points at picture and looks at T, then turns to last page looked at, points at the picture then looks at T smiling))
267	T	((open mouthed)) is it the [ same ] [ ((nods head)) ]
268	EA	[ /ʔjə/ ] [ ((looks down at picture)) ]
269	T	[ The same ] [ ((homesigns same)) ]
270	EA	((nods at T, turns page in book))
271	T	The same dog

**Bout 12: lines 272-280**

00.07.00	272	EA	((lifts flap on page, closes flap, looks at T))
	273	T	[ Look what's this ] ((taps picture)) oh it's a [ ((taps picture)) ]

**Fragment 15:12; lines 274-276**

274	EA	((homesigns rabbit with both hands))
-----	----	--------------------------------------



275	T	[A rabbit ] [his nose [ <i>((home(signs rabbit)))</i> ]] [ <i>((points to and moves nose))</i> ]
276	EA	<i>((Wiggles his nose and starts turning the page))</i>

#### Fragment 16:12; lines 277-280

277	T	[and here ] [ <i>((points to picture))</i> [ <i>((holds page and lifts flap))</i> ]
278		are some [baby rabbits ] [ <i>((homesigns baby))</i> ]
279	EA	[ <i>((homesigns rabbit))</i> ] /əw/
280	T	[Yeah the rabbits ] (0.6) [babies ] [ <i>((homesigns rabbit))</i> ] [ <i>((homesigns baby))</i> ]

#### Bout 13: lines 281-297

281	EA	<i>((closes flap, turns page, tries to lift flap and frowns))</i>
282	T	Oh
283	EA	<i>((looks at T and frowns))</i>
284	T	[look ] [ <i>((rubs page with finger))</i> [ <i>((points to book))</i> ]
285	EA	<i>((looks at book, then looks at T))</i>
286	T	Got [broken ] [ <i>((homesigns break))</i> ]
287	EA	<i>((smiles at T))</i>
288	T	Yeah [oooh:: ] [ <i>((points to picture in book))</i> ]
289	EA	[/ə/::: ] [ <i>((points to broken section of page, looks at T))</i> ]
290	T	yeah it's [broken ] [ <i>((homesigns break))</i> ]
291	EA	<i>((looks up))</i>
292	T	[it came off ] [ <i>((touches book then lifts hand up))</i> ]
293	EA	<i>((taps T's arm, pretends to throw then looks at T))</i>
294	T	<i>((lifts left hand palm upwards))</i> [maybe ] [ <i>((nods))</i> ]
295	EA	<i>((nods and pretends to throw))</i>
296	T	[got thrown away ] [ <i>((gestures throwing))</i> ]
297	EA	[ <i>((nods at T))</i> ] [ <i>((looks down at book))</i> ]

**Bout 14: lines 298-308**

298 T [look at this one  
[*((taps a picture on the page))*]  
299 EA *((smiles and looks at T))*  
300 T [ *((this))* ]  
[*((taps the same picture))*]

**Fragment 17:14; lines 301-304**

301 EA *((looks at the picture T is tapping, homesigns pig))*  
302 T *((nods at EA))* Pig *((nods))* [Pig ]  
[*((points to lips))*]  
303 EA /bə/

**Fragment 18:14; lines 304-306**

304 T [yeah ] goes oink oink oink oink oink oink oink  
[*((nods))*]  
305 EA /bə/ /bə/ [ /bə/ /bə/ /bə/ /bə/ /ə/ /ə/ /ə/ ]  
306 T [yeah goes oink oink oink oink ]  
307 EA *((turns page in book))*  
308 T ye(h)ah(h) Laughter

**Bout 15: lines 309-322**

309 EA *((opens flap on page and looks up at T))*  
00.08.00 310 T [a::: ] (3)  
[*((points to a different picture))*]  
311 [the sheep ]  
[*((taps picture))*]  
312 EA *((points to two pictures))*

**Fragment 22:15; lines 313-315**

313 T the sheep goes [ /ba/::: ]  
314 EA [*((holds up two fingers))*]  
315 T There's [two sheep ]  
[*((holds up two fingers))*]  
316 EA *((smiles, looks down at book and starts turning the page))*

**Fragment 19:15; lines 317-322**

317 T *((holds down the page))* goes *((holds EA's hand))*

318		/ba/::: (0.8) /ba/:::
319	EA	((looks at T and smiles)) /əu::: /
320	T	[/ba/::: ]
321	EA	[/bu/::: ]
322	T	ye(h)a(h)h [look [ ((points to picture in book)) ]

#### Bout 16: lines 323-330

323	EA	((starts to turn back a page))
324	T	[there's the dog [ ((points at same picture)) ]
325	EA	((turns to first page, points at a picture and looks at T))
326	T	[the same dog [ ((points to both pictures)) ]
327	EA	((nods at T))

#### Fragment 23:16; lines 328-330

328	T	((points to picture)) [WOOF WOOF WOOF [ ((holds finger on picture)) ]
329	EA	[ə::: ] [ ((turns page in book)) ]
330	T	alright

#### Bout 17: lines 331-336

331	EA	((smacks both hands down on page and tries to lift a flap in the book))
332	T	((spreads out hand))
333	EA	((looks at T then down at the book))
334	T	no look (0.5) [there [ ((rubs finger along picture)) ]
335	EA	((looks at picture then at T))
336	T	come [off [ ((gestures off by raising hand)) ]

#### Bout 18: lines 337-344

337	EA	((looks at page, points to picture))
338		[ə::: ] [ ((Wriggles hand along the table)) ]

#### Fragment 20:18; lines 339-341



- 339 T they're swimming [they're ducks  
[*((homesigns duck))*]]
- 340 EA *((Imitates T's homesign for duck))*
- 341 T [ /wae:k/ /wae:k/ /wae:k/ /wae:k/ /wae:k/ /wae:k/ ]  
[*((homesigns duck))*]
- 342 EA *((looks at book, homesigns duck, looks at T,  
homesigns chicken and shakes head))*
- 343 T [not a chicken no  
[*((homesigns chicken and shakes head))*]]
- 344 [a duck  
[*((homesigns duck))*]]

### Bout 19: lines 345-355

- 345 EA *((turns to page in book with chicken on, points to it))*
- 346 T *((looks at picture EA is pointing to))*
- 347 EA *((homesigns chicken and looks at T))*
- 348 T [that's a chicken ] yeah [the chicken  
[*((homesigns chicken))*] [*((points to picture))*]]
- 349 EA *((points to picture of chicken, homesigns chicken))*
- 350 T [ /wa:k/ ] er [that ] goes  
[*((homesigns chicken))*] [*((points to picture))*]
- 351 EA [*((homesigns chicken))*]

### Fragment 21:19; lines 352-354

- 00.09.00 352 T [cluck cluck cluck cluck cluck cluck cluck ]  
[*((homesigns chicken))*]
- 353 EA *((turns pages in book)) /kəbəbəbəbəbə/*
- 354 *((opens flap and looks at T))*
- 355 T *((nods)) good boy*

### Bout 20: lines 356-362

- 356 T °hhh° *((points to picture of dog)) there's the dog*
- 357 [sh:.....]  
[*((holds finger to lips))*]
- 358 EA *((holds finger to lips, looks at picture then at T))*
- 359 T [°asleep°]  
[*((homesigns sleep))*]
- 360 EA *((looks at picture then smiles at T))*

	361	T	sh::: [°asleep° [ <i>((nods head and homesigns sleep))</i> ]]
00.09.15	362	EA	<hr/> <i>((turns a page, looks at T then turns over the last page and in the book, closes it then looks at T))</i>